1973

Employment and Educational Experiences of Louisiana Cooperative Vocational Education Participants.

Layle Duane Lawrence
Louisiana State University and Agricultural & Mechanical College

EMPLOYMENT AND EDUCATIONAL EXPERIENCES OF LOUISIANA COOPERATIVE VOCATIONAL EDUCATION PARTICIPANTS

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Vocational Agricultural Education

by
Layle D. Lawrence
B.S., Kansas State University, 1954
M.S., Kansas State University, 1958
May, 1973

ACKNOWLEDGMENTS

Gratitude is extended to high school graduates who participated in this study for supplying information, and to school officials who submitted home addresses and academic quartile ranks of former students.

Appreciation is especially expressed to Dr. Charlie M. Curtis, Director of the School of Vocational Education and Head of the Department of Vocational Agricultural Education, who served as faculty advisor and chairman of the committee, for his encouragement and constructive criticism throughout the study. The author also wishes to thank the following members of the examining committee for their help and advice concerning the research study: Dr. Clifford L. Mondart, Sr., Director Emeritus of the School of Vocational Education; Dr. James C. Atherton, Professor of Vocational Agricultural Education; Dr. James H. Hutchinson, Professor of Vocational Agricultural Education; and Dr. James G. McMurry, Associate Professor of Industrial and Technical Education, who served as minor Professor. Also to be acknowledged are Dr. Kenneth L. Koonce for his assistance in statistical aspects of the study, and Mrs. Mary McMinn, Mrs. Alice Anders, and Mrs. Beth Noble, for services rendered in typing and format.

Very special gratitude is extended to the author's wife, Joyce, for her unfailing good humor throughout the period of doctoral study, and to his children, Lora and L.D., for their understanding of paternal neglect which often occurred.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

Purpose

The primary purpose of this study was to determine the extent to which Louisiana high school graduates who had participated in cooperative vocational education programs found and entered jobs in fields in which they were trained. It was also concerned with problems these graduates encountered during their first year out of high school and the degree of satisfaction they found in their work.

Procedure

The descriptive method of research using the inquiry form technique was utilized in this study. Information was obtained from 1,207 cooperative vocational education trainees, who had participated in agricultural, distributive, home economics, and office programs, one year after high school graduation.

Statistical procedures used for analyzing data were number and percent distributions, chi square test of significance, analysis of variance, and coefficient of correlation. Null hypotheses were tested and were accepted or rejected at the .05 level of confidence.

Findings

Cooperative vocational education programs are serving students across the entire range of academic achievement. Office trainees, in particular, are superior students.

Cooperative trainees find and enter jobs soon after high school graduation, primarily within their home towns or communities, and generally in the field in which they received training. Many trainees continue to work for their cooperative employer after graduation.

There is a wide variation in salaries received by cooperative participants both within and among programs. Male trainees receive significantly higher weekly salaries than do females.

Locating suitable job openings is the problem area of greatest difficulty faced by participants during the first year out of high school. Most participants secure their jobs through informal methods.

Cooperative trainees are generally satisfied with all aspects of their jobs except for pay and promotional opportunities.

Participants generally agree that the school should provide more assistance in job placement of graduates and that more individualized instruction should be given in school pertaining to the trainee's particular job.

Respondents hold favorable opinions of their high school vocational training and feel they were well prepared for their jobs.

Participation in a cooperative vocational education program does not prevent trainees from furthering their educations in post-high school institutions.

Broad programs in trade and industrial education are needed in Louisiana high schools.

CHAPTER I

INTRODUCTION

Since passage of the Vocational Education Act of 1963, efforts directed toward preparing youth for the world of work have taken on a new sense of urgency in the nation's schools. Vocational education programs have been carefully scrutinized and adjustments made to update, improve, and expand them to more nearly meet the needs of youth in a rapidly changing society.

Under provisions of the 1963 Act, office occupations programs in secondary schools for the first time became eligible for federal support. Another significant provision of the Act was the charge to reorganize vocational agriculture and home economics programs. This stipulation, while allowing retention of the traditional training aspects for those who can benefit from them, permitted broadened instruction which would provide students the opportunity to obtain knowledge and develop skills required to enter the vast number of employment opportunities available in nonfarm agriculture and occupations requiring home economics skills outside the home. These vocations primarily involve jobs in sales, service, and supply businesses. Therefore, many programs developed to prepare agriculture and home economics students for employment in these career areas have utilized proven successful methods of training for distributive and office employment--cooperative vocational education.

Cooperative vocational education programs are planned and coordinated so that participants receive related instruction and supervision from the school, as well as on-the-job supervision and instruction at a cooperating business where they are employed on a part-time basis during school hours. The student, the teacher-coordinator, and the employer each have specific responsibilities to insure that the program is truly educational in nature and will lead to gainful employment of the student. Participants receive school credit both for work experience on the job and for the related instruction in school.

The 1968 Amendments to the Vocational Education Act of 1963 encouraged further expansion of cooperative vocational education by earmarking funds specifically for cooperative programs and for ancillary services and activities necessary to assure quality of training. Consequently, cooperative vocational education is expanding in all areas of vocational education at the secondary school level--agriculture, home economics, distribution, office, and trades and industries.

In Louisiana, 80 public secondary schools offered distributive education and 90 schools had programs of cooperative office education during the 1971-72 school year. Although distributive education had its beginning in the state in 1941 and cooperative office education first appeared in 1951, less than half of these programs conducted in the 1971-72 school year had been established prior to 1965. Cooperative agricultural education emerged during the 1966-67 school

year and by 1971-72 there were 67 schools in the state with programs. The first participants of cooperative home economics education graduated from two schools in May, 1971, and a pilot program in cooperative trade and industrial education was initiated during the 1971-72 school year.

Society annually provides billions of dollars for educational activities through federal, state, and local funds. Educators have the responsibility to efficiently utilize those funds in preparing youth for productive lives. This report should provide insight into problem areas experienced by graduates of Louisiana high schools who had participated in cooperative vocational education as they made the transition from school to the world of work, and may assist school administrators, teacher-coordinators, counselors, and educational planners in strengthening programs to more effectively meet student needs.

Statement of Problem

This study was primarily concerned with determining the extent to which high school graduates of Louisiana secondary schools who had participated in cooperative vocational education programs found and entered occupations in areas in which they were trained. It was also concerned with the problems these graduates encountered during their first year out of high school and the degree of satisfaction they found in their employment. Of further concern was the extent to which cooperative program participants pursued and received additional education and training beyond high school.

A knowledge of the various factors affecting occupational entry adjustments of participants may serve as a basis for evaluation and subsequent improvement of cooperative vocational education programs to more realistically meet the needs of students.

Purpose and Significance of Study

The purpose of this study was to provide information that may be useful to school administrators, teacher-coordinators, counselors, and educational planners in adjusting high school cooperative vocational education programs to more effectively meet the needs of students. The study should provide an insight into the process of adjustment students face as they move from school and into the world of work. In addition, information obtained should provide a practical approach in counseling youth relative to an occupation, and should indicate training areas to be emphasized by teacher-coordinators.

Definition of the Problem

This study was designed to accomplish the following major objectives:

1. To analyze employment experiences of cooperative vocational education participants, including agricultural, distributive, home economics, and office education, during their first year after high school graduation.
2. To ascertain problems encountered by cooperative trainees during their first year of employment.
3. To determine the geographic mobility of cooperative program participants.
4. To collate salaries received by cooperative trainees.

5. To assess job satisfaction of cooperative trainees.

6. To ascertain the degree to which cooperative program participants continue their education and/or training beyond high school.

7. To examine the effect of high school academic performance on employment characteristics of cooperative trainees.

8. To determine the degree to which cooperative trainees feel their secondary school experiences prepared them for their jobs.

Limitations of the Study

This study was limited to students of public secondary schools in Louisiana who (1) graduated from high school in May, 1971, and (2) at the time of graduation were trainees in a reimbursable cooperative vocational education training program in agricultural, distributive, home economics, or office education.

Hypotheses

The following hypotheses were formulated to lend specific guidelines to the fulfillment of this problem.

1. Cooperative vocational education trainees are equally distributed among the academic quartiles of their graduating classes.

2. Cooperative program participants enter jobs in occupational areas in which they received training in high school.

3. Cooperative vocational education participants enter jobs primarily within their home towns or communities.

4. Elapsed time between high school graduation and obtaining the first job is not associated with the graduate's training program, high school academic performance, or sex.

5. Salaries received are not associated with the training program of the graduate, high school academic performance, or sex.

6. Cooperative program participants receive additional training and education in their fields after high school graduation.

7. The degree of difficulties encountered during the first year of employment is not associated with the training program of the graduate, high school academic performance, or sex.

8. Job satisfaction is not associated with the graduate's training program, high school academic performance, salary, or sex.

9. The expressed desire to attend an evening course to improve job skills is neither associated with the graduate's training program nor sex.

Research Methodology

The descriptive method of research using the inquiry form technique was utilized in this study. Information was gathered through questionnaires which were mailed to cooperative vocational education trainees who graduated from Louisiana public secondary schools in May, 1971.

Names of 3,065 cooperative vocational education participants, who were seniors enrolled at the beginning of the 1970-71 school year, were obtained from the Division of Vocational Education, State Department of Education. These names were placed on lists and sent to high school principals with a request for home addresses of the students, academic quartile rankings, and elimination of those who either dropped out of the cooperative training program during the year or did not graduate at the end of the school year. Followup

letters were sent to principals who had not returned the lists by the indicated date. Student lists were returned by 90 of the 104 principals contacted. Louisiana schools graduating cooperative vocational education trainees in 1971 are shown in Appendix A.

The inquiry form developed to gather information for this study was organized into four parts. Part I was designed to determine sex, program, and employment status of the respondent. Part II requested information from those who were not employed at the time of the survey. Part III was designed to gather information concerning employment experiences of those who were holding jobs approximately one year after graduation from high school, and Part IV was concerned with graduates attending school or college. Questions on the inquiry form were developed following an extensive review of related studies and literature, consultation with associates, and suggestions received from a validating committee. A preliminary instrument was evaluated by a jury consisting of thirty state supervisors and teacher educators from nine states representing the various areas of vocational education. Three cooperative vocational education teachers and a statistician also served as validating committee members. The revised instrument was then pretested on a group of graduates in Baton Rouge for further validation and clarification. After final revision, inquiry forms were mailed to 2,261 cooperative vocational education participants who graduated from high school in 1971. A cover letter to explain the purpose of the study and a self-addressed stamped return envelope were included

with each inquiry form. Followup postal cards and followup letters were sent to all graduates requesting return of the information. The post office returned 96 questionnaires for lack of forwarding addresses. As a result, 2,165 graduates received the questionnaire of which 1,207, or 55.8 percent, returned the completed form.

Copies of letters sent to principals, graduates, and the validating committee, and a copy of the inquiry form are included in the Appendices.

Analysis of Data

Data were organized and analyzed through the following steps:

1. Responses from graduates were coded on IBM Code Sheets and then keypunched on IBM 80-column computer cards. Cards were sorted for analysis.

2. Data were summarized as to marginal frequencies, means, and percentages, using Louisiana State University Computer Research Center facilities.

3. An analysis of variance (F-ratio) was utilized to measure overall significance of differences existing in expressed levels of job satisfaction and degrees of difficulty encountered among agricultural, distributive, home economics, and office education respondents.

4. To determine the relationship between graduates' academic performance in high school and their responses to various employment characteristics, the coefficient of correlation (r) test was used.

5. The chi square test was utilized to detect significant differences between observed and expected responses of participants among the four programs and also between the sexes.

6. Statistical procedures tested the null hypothesis which was accepted or rejected at the .05 level of confidence.

7. Summary tables to present the data were constructed.

8. Data were tabulated according to the respondent's cooperative vocational education program as follows:

Cooperative Agricultural Education (CAE)

Distributive Education (DE)

Cooperative Home Economics (CHE)

Cooperative Office Education (COE)

9. Findings were identified and interpreted.

Definitions

The following terms were used in this study as defined.

Cooperative Vocational Education -- An educational plan which correlates actual work experience in a community with classroom instruction under the coordination and supervision of a teacher who is occupationally competent. A minimum of one hour a day of directly related instruction is given in school and at least fifteen hours a week are spent in on-the-job experience. Students receive remuneration, usually on a par with other beginning employees of the cooperating business, and also receive school credit for the work experience. The program is generally limited to high school seniors, but certain subject matter areas also accept juniors.

Cooperative Agricultural Education (CAE) -- A phase of cooperative vocational education in which the trainee's occupational objective requires competencies in agricultural skills and abilities. The student, in most cases, would have completed in grades 9 to 11 one or more years of vocational

agriculture courses to gain a background in the various areas of agricultural science and technology. The vocational agriculture instructor is the teacher-coordinator of the program.

Distributive Education (DE) -- A cooperative program designed to prepare students for initial entry jobs and advancement in the areas of marketing, merchandising, or consumer service.

Cooperative Home Economics (CHE) -- An area of home economics education designed to prepare students for gainful employment, this program utilizes a student's background in home economics skills and abilities in preparing trainees for wage-earning occupations outside the home in such areas as food service or child care.

Cooperative Office Education (COE) -- A program designed to prepare students for job entry and advancement in clerical and secretarial positions. Fundamental skills in bookkeeping, typing, shorthand, and/or office machines are required prior to enrollment in the cooperative program.

CHAPTER II

REVIEW OF RELATED LITERATURE

HISTORICAL REVIEW OF COOPERATIVE VOCATIONAL EDUCATION

The efficacy of on-the-job experience as a means of training for occupational competency has been recognized for centuries. This method of producing skilled artisans and craftsmen can be traced back through the medieval guild system to the development of technicians in the Roman Empire. The caste system of India, established many centuries before the birth of Christ, depended entirely upon this technique to ensure the perpetuation of the skills and occupations vital to that society.

In the early schools of America, educators were cognizant of the beneficial relationships that could exist between education and work.

> The association of work and education was prominent in early formal education programs. The Manual Labor School Movement in America included work as a part of education for three specific reasons: (1) preserving the health of the students; (2) enabling many young men to secure an education who could not otherwise do so on account of the cost; and (3) offering educational values inherent in the work activity. In many early colleges and agricultural schools an extensive amount of work experience was made available for the purpose of satisfying the second and third of these objectives. (Hunt, 39:8)

Thus, while the educational value of work experience was recognized and utilized in early school systems, the systematic

approach of cooperative education, i.e., the formal integration of on-the-job learning experiences and related classroom instruction in school, made its appearance in relatively recent times. According to Hunt:

> The adaptation of earlier work-study programs to the cooperative plan of education of Dean Herman Schneider (at that time, professor) at the University of Cincinnati in 1906 introduced a new concept in the application of work to the educative process. This concept was that many items of technical knowledge and personal growth can be secured most economically through actual on-the-job employment. (39:9)

While Dean Schneider's program dealt with the training of engineers, in the same year Lucinda Prince of the Women's Educational and Industrial Union in Boston started her third class of girls in store training with a promise from William Filene's Sons Company of practical store experience on Mondays. (Haines, 54:24) Schneider subsequently guided an experimental cooperative program which was developed in the Cincinnati public schools. This was a new departure for a public school system and it attracted much attention. Schneider also advised on the experimental cooperative programs which were established successively in the Fitchburg, Massachusets, high school in 1908, and in the York, Pennsylvania, high school in 1911. Cooperative programs were installed in ten New York City high schools in 1915 after Schneider had served for three years as a consultant on the project. (Hunt, 39:9-14) These early programs in secondary schools were in the fields of retail and industrial training, and were organized so that students alternated one or two weeks in school with one or two weeks on the job.

In 1917, the National Vocational Education Act (Smith-Hughes Act) was passed to encourage vocational education efforts in the various states. While this Act did not provide funds for training in business or office occupations, it laid the foundation for other acts to do so when it provided funds for training in agricultural, trade and industrial, and home economics education. One provision of the Act pertaining to trade and industrial education was ". . . that at least one-third of the sum appropriated to any State . . . if expended, must be applied to part-time schools or classes. . . ." (78:Section 11) In interpreting this provision, a definition of cooperative education was included in Vocational Division Bulletin Number 1 as follows:

> The objective of cooperative training is to provide vocational training through cooperation of the school and industrial and business establishments for groups of youth, 16 years of age and over, whose individual employment objectives may differ and whose cooperative agreements provide for legal employment, systematic training on the job, and supplementary instruction in the school. (39:13)

This 1919 ruling of the Federal Board for Vocational Education made it possible to offer courses in retail selling--which came to be known as "distributive education"--to be given to pupils employed in stores by using industrial education funds. Forty-nine cooperative programs in retailing in 20 different states were organized between 1917 and 1936, in addition to those dealing with trades and industries. The George-Deen Act of 1936 for the first time recognized the need for vocational programs in distributive occupations and included

distributive education as a field eligible for federal support. This Act provided the first real impetus for decisive progress in the field. (Mason and Haines, 14:33-35)

Some State Boards of Vocational Education reimbursed those school boards having approved cooperative office occupations programs from state and federal funds until 1950. At that time, a legal interpretation of the vocational legislation ruled that federal funds could not be used for office education programs under existing legislation. (Mason, 13:38) From 1950 until implementation of the Vocational Education Act of 1963, there was no reimbursement from federal funds on the salary or travel of teacher-coordinators of office education programs.

Following passage of the Vocational Education Act of 1963, efforts directed toward preparing youth for the world of work took on a new sense of urgency in the nation's schools. Under provisions of the Act, office occupations programs for the first time legally became eligible for federal support. This action encouraged growth in the program to the extent that "In fiscal 1967 . . . the office education area produced 151,000 persons eligible for placement, the largest single group eligible for placement at the high school graduate level." (Blackstone, 42:33) Blackstone continues, "Growth in office occupations education has more than doubled the total vocational education growth each year since fiscal 1965. It leads all other services in wage-earning occupations in total enrolees and high school enrollment. . . ."

The 1963 Act provided vocational agricultural educators an opportunity to make agricultural programs more relevant to the needs of students by allowing training ". . . in any occupation involving knowledge and skills in agricultural subjects. . . ." (80:Sec. 10b) Since that time agricultural educators have adapted programs to prepare students for off-farm agricultural occupations, in many cases by adopting the cooperative method of education. Lamar commented:

> Work experience programs do not represent a new concept in vocational agriculture. However, this does not imply that all teachers have accepted the concept and have done a good job in implementing it. (61:164)

Growth of off-farm agricultural programs was remarkably rapid, however. Approximately 14 percent of the 907,354 agricultural trainees of 1966 were receiving preparation for off-farm agricultural occupations. (USOE, 38:31)

Home economics educators were also challenged to prepare students for gainful employment by provisions of the 1963 Act. Section 10(c)(1) of the Act states that funds allotted for home economics could be utilized ". . . to fit individuals for gainful employment in any occupation involving knowledge and skills in home economics subjects." (80) Prior to the 1963 Act, McConnell defined home economics as ". . . education that prepared a student to be a housewife." (65:58) That reorientation of program objectives also created difficulties among home economics educators was explained by Flanegan and Ridley in the following terms: "Legally recognizing home economics as occupationally gainful is one thing, but actually

making it so is another." (51:363) However, many schools have utilized the cooperative method to make home economics relevant to those seeking employment after graduation. In fact, more than 12,000 secondary students were receiving training for gainful employment in home economics occupations in 1966. (USOE, 38:33)

Although the Vocational Education Act of 1963 permitted these changes in vocational agriculture and home economics programs, it was not until June of 1968 that the Louisiana State Board of Education approved curriculum changes allowing Louisiana high schools to conduct cooperative programs in those fields. (Bourque, 43:11)

In recommending changes in the 1963 Act, the Advisory Council on Vocational Education recognized the merits of the cooperative method of education when it made the following statement:

> Work experience has desirable occupational education values in its own right; when coordinated and planned as a part of a total educational program, work experience and classroom education supplement each other and additional values are achieved.
>
> Because of the proven success of the part-time cooperative program, work experience and work-study programs should be modeled after it as rapidly as coordinators can be trained. (38:199)

This recommendation was subsequently incorporated in the 1968 Amendments to the Vocational Education Act of 1963, when congress earmarked funds specifically for cooperative programs in Part G of the Act as follows:

> In order to prepare young people for employment through (a) providing meaningful work experience combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes, (b) removing the artificial barriers which separate work and education, and (c) involving educators with employers, creating interaction whereby the needs and

> problems of both are made known, thereby making it possible for occupational curricula to be revised to reflect current needs in various occupations, funds allotted to the States for the purpose of Part G of the Act may be used for the expansion of cooperative vocational education programs, and for ancillary services and activities which are necessary to assure quality in such programs. (81)

The past achievements of cooperative vocational education programs moved Huffman to write:

> Cooperative education is perhaps our most promising hope for a substantial increase in vocational education at the secondary level--education in which meaningful work experiences and classroom instruction are combined to develop well-adjusted, competent adults that can take their places in the community. (58:18)

EVALUATION: AN IMPERATIVE

The nature of work required by society determines to a large extent the characteristics of the educational process within that population. Both the nature of society and the characteristics of work are subject to change. In recent years, these changes have been rapid and have magnified the interdependency of work and education. There is little scope in the world of work for either the uneducated person, or for the educated person who has not learned to work. The primary responsibility of vocational education is to help people enter the world of work, or to make progress in it, to the best advantage of both the individual and the nation. (USOE, 38)

Significant adjustments have occurred in the philosophy and process of vocational education in the past decade, and it must continue to adapt in order to meet educational, occupational, and social needs of its clientele. As a result, the Advisory Council on

Vocational Education declared ". . . constant program evaluation and development are essential for the educational curriculum to keep pace with individual and social needs." (38:193) Further, it recommended that the Vocational Education Act of 1963 provide that the states conduct periodic statewide review and evaluation of their vocational education programs. The Council observed that:

> Responsibility for followup of the students after they have been placed further tends to insure that the schools will continually evaluate their vocational programs and utilize the information to upgrade the program. (38:204)

In reviewing current research in cooperative vocational education, Wallace asserted that:

> . . . there are many aspects of cooperative vocational program administration which deserve research attention. Particularly important in current philosophy is the notion that no program should operate without continuing feedback concerning the effectiveness and appropriateness of the product. Increasingly administrators are being expected to develop and justify program objectives, and to produce a continuing flow of evidence concerning the quantity and quality of achievement. . . . Evaluative criteria should be in terms of program outcomes rather than in terms of program characteristics. (40:93)

This thought is echoed by Huffman, et al., who state "The process of evaluating the effectiveness of vocational education programs is concerned with whether the programs lead to the results desired." In the same essay, Huffman, et al., explain that evaluation is essential because:

> (1) Business educators themselves need evaluation information to provide rational bases for choosing among alternate plans and procedures for business education programs, and (2) funding agencies and the public want and have the right to know whether expenditures for business education are producing significant results. (11:1)

The High School Youth Committee of the National Seminar in Evaluation and Program Planning in Agricultural Education points out the need for a planned and organized system of student followup to provide information for evaluation. (23:116) "The primary outcome of vocational education is presumed to be the development of occupational competence," explains Haines, et al., ". . . one measure of the effectiveness of any vocational curriculum is how well the graduates fare in the labor market upon completion of their training. (26:10)

REVIEW OF PERTINENT STUDIES

Placement of Vocational Education Participants

A nation-wide study conducted by the United States Office of Education and reported in the General Report of the Advisory Council on Vocational Education, 1968, gathered followup data on a sample of 606,872 students completing cooperative and preparatory programs in 1966 in all areas of vocational education. The findings indicated that 80 percent of all trainees available for placement ". . . were placed in the specific occupation for which they completed training or in a related occupation." A related field was defined as an ". . . occupation in which successful entry and performance are dependent on skills and/or competencies learned in the Vocational Education Instructional Program concerned." Placement by occupational category was determined to be: agriculture, 67 percent; home economics (gainful), 76 percent; distributive, 78 percent; office, 81 percent;

trades and industry, 80 percent; technical, 90 percent; and health, 92 percent. Of all persons completing vocational education programs during fiscal year 1966 and available for placement, only four percent were unemployed. Thirty-six percent of the graduates were not available for placement. Of these, 23 percent had continued full-time schooling, and 8 percent had entered the armed forces. Interpretation of these data is somewhat difficult as there was no separation of secondary, post-secondary, and adult level programs, nor of male and female graduates. In general, however, the placement percentages cited increase with the proportion of graduates from post-secondary and adult programs. (38)

In a closer look at occupational categories, the Division of Vocational and Technical Education supplied information reported by the Advisory Council. Of those who completed agricultural training courses in 1966, fifty-six percent were graduates from secondary schools. Although provisions of the Vocational Education Act of 1963 caused attention to be directed to nonfarm agricultural occupations, 87 percent of the 1966 graduates who participated in agricultural education programs had been enrolled in courses emphasizing agricultural production. The fact that nearly 40 percent of the participants continued full-time in school suggests that further education is considered an important route to nonfarm occupations. Nearly 72 percent of the distributive education trainees were in adult programs, with only 24.2 percent in secondary schools. Twenty-three percent of those completing the program continued in full-time schooling, a

figure which would undoubtedly have been much higher for secondary students alone. The Vocational Education Act of 1963 provided that 10 percent of the funds allocated to home economics under the Smith-Hughes and George-Barden Acts must be used in providing instruction for gainful employment outside the home. In 1966, the total enrollment of persons attending home economics classes leading to gainful employment was 41,846. Of the total, 30.6 percent were enrolled in secondary schools. Although the enrollment in home economics programs for gainful employment is generally thought of as a female population, 7.5 percent of the total were males. Only 12.65 percent of the trainees continued full-time schooling after graduation, a figure far below that of other vocational education categories. Through the inclusion of office occupations in the 1963 Act, significant growth in enrollment has taken place. The national picture indicates that in 1966 office education programs contributed almost 40 percent of all vocational trainees available for employment. Enrollment in secondary schools constituted 64.5 percent of the total office education participants. Approximately 23 percent of the group continued full-time schooling after graduation. (38)

State and national vocational education statistics for fiscal year 1969 were reported by Duis, in which 73.2 percent of secondary vocational education participants available for placement were shown as placed in the field for which trained or a related field. Six percent of those available for placement remained unemployed as of

October 15, 1969. For the state of Louisiana, only 38.1 percent were available for placement, with 73.1 percent placed in their field of training or a related field and 9.8 percent were unemployed. (38:Tables V and X)

Similar information for fiscal year 1971 has not been published. However, information obtained from state supervisors of the vocational education services offers some insight into the employment status of Louisiana graduates of 1971 pertinent to this study. Information reported on vocational education trainees approximately three months after high school graduation indicated that 53.8 percent of the vocational agriculture participants were available for placement of which 68.6 percent were employed in a field related to their training and 6.5 percent were unemployed; 36.5 percent of the office education group were available for placement of which 62.7 percent were employed in a field related to their training and 15.9 percent were unemployed; 48.7 percent of the distributive education trainees were available for employment of which 87.7 percent were employed in a field related to their training and 2.8 percent were unemployed; and 46.7 percent of the home economics trainees in gainful employment programs were available for placement with 72.3 percent employed in their field of training and 1.1 percent were unemployed at the time the information was obtained.

Kaufman, et al., studied graduates of secondary schools in four northeastern states who had been out of high school from one to four years. Vocational education participants placed in occupations

trained for or a related occupation were: agriculture, 80 percent; distributive education, 70.3 percent; and office occupations, 67.2 percent. Home economics placement data were not reported since little attempt had been made in that program to place and follow former students. In general, trainees from small communities had smaller placement percentages in occupations related to their fields of study. Less than one percent of those completing vocational programs were unemployed. The investigators observed that "Although the placement rates of the vocational curriculum graduates are high, the small proportion enrolled negate any impact on manpower needs."(28)

In a nation-wide study of high school graduates who had completed trade and industrial education programs, Eninger reported that 66.9 percent entered first jobs related to school vocational training, whereas 33.1 percent entered unrelated jobs. Those entering unrelated jobs gave as reasons: no job available in trade, 35.7 percent; decided I liked other work better, 25.8 percent; not accepted as apprentice, 10.9 percent; insufficient pay, 2.5 percent; and other reasons, 25.1 percent. (25)

Somers found that approximately 70 percent of a national sampling of vocational education participants found their first jobs in their field of training or a related field, and that there was very little change three years later, i.e., those who found first jobs in their fields of training remained in jobs in their fields of training. (35:Table V.14)

When employment fields of former New York vocational education participants were compared with training received in high school, 45.5 percent of the males and 69.3 percent of the females were found to be working in the same job area as trained for in high school or in a related area. When respondents were asked the major reason why they were not working in their high school training fields, 23.6 percent stated that no jobs were available in their area of training, whereas 20 percent stated that they disliked the job, and 18.7 percent had obtained a better paying job in another area. (McCowan and Mongerson, 30:16)

Kaufman and Lewis studied high school graduates from various sized cities in Pennsylvania. Although the study indicated that vocational education was most useful for those finding jobs related to their training, less than half of the male graduates had obtained jobs related to their high school vocational training. (27)

Haines, et al., found that 64.7 percent of the male and 75.1 percent of the female participants of secondary cooperative vocational education programs in Michigan were employed full or part-time ten months after graduation. About 16 percent of both sexes were attending school or college, and approximately 17 percent of the males were in military service. Less than one percent of the boys and 1.7 percent of the girls were unemployed. Of those employed, approximately 90 percent of the office, 47 percent of the distributive, and 70 percent of the trade and industrial trainees were employed in the occupational area for which they were trained. The most

significant cases of occupational switching were shown by female distributive trainees who became office workers (52 percent), male distributive participants who became trade and industrial workers (38 percent), and female trade and industrial students who became office workers (33 percent). With regard to occupational switching, the authors state:

> Educational personnel who have looked seriously at vocational education know that an occupational education program has general occupational outcomes as well as specific occupational outcomes. In addition, there are in our modern economic society, many occupations in which a knowledge of several fields is required. Therefore, it is not easy to determine if a trainee has indeed switched to an occupation other than that for which he was trained. In this study, "switching" was defined as a situation in which the job title of the individual . . . was outside of the broad family of occupations in which the individual was trained. (26)

In an analysis of beginning jobs of students completing office education programs in Michigan high schools in 1964, Cloyd, et al., found that 69 percent were employed six months after graduation. Of those employed, 72 percent were employed full-time and 28 percent held part-time jobs. Nearly two-thirds of the respondents reported that they had held their jobs less than three months. In this study, 92 percent of the group were females. (24:3)

Nelson reported on a New York study of pilot cooperative home economics program trainees from schools offering preparation for entry-level jobs in food service or child care services. Six months after completion of the program, 58 percent had held jobs during the followup period; 16 percent did not seek jobs; and 21 percent were unable to find jobs. Those unable to find jobs were mostly younger

students who quit school. Five percent of the students went on for further education. Students expressed the general opinion that any occupational practice, orientation, or work experience was highly desirable in preparing for jobs; but most prized was class experience closely meshed with paid work experience with an outside employer. (66)

Berkey, et al., found that 41 percent of New York's vocational agriculture trainees were employed approximately eight months after graduation; 27 percent were in military service; 31 percent were in college or some type of post-high school training institution; and only one percent remained unemployed. Sixty percent of the employed graduates were either farming or working in off-farm agricultural occupations, 53 percent being employed in their specialized area of agriculture. Percentages employed in non-agricultural industries ranged from 24 percent for farm production and management trainees to 76 percent for those who specialized in ornamental horticulture. Of those not employed in an agricultural occupation, 27 percent claimed there were no jobs available in their area of training; 21 percent decided they liked another job better; and 18 percent took a job in another area because it paid more. Regarding the relatively low percentage of graduates employed in their areas of specialization, the authors state "This may reflect a shortage of entry level jobs and/or a need for improved job placement procedures. . . ." (22)

The underlying assumption of the importance of employment status of graduates is the idea that initial placement is crucial in determining long-range occupational choices and career patterns. One major study of career patterns of one group of vocational students has in fact shown this to be the case. Eninger declares:

> . . . if the graduate's first job is not in the trade studied or highly related, the chances are high that he will never enter the trade or a highly related trade. But if his first job is in the trade or a highly related trade, the odds are great that he will stay in the trade. Therein lies the significance of the first full-time job after graduation. (25:5-1)

Graduation to Job: The Time Lag

For the vocational trainee, the elapsed time between high school graduation and obtaining his first job may depend to a great extent on the vagaries of the job market, but it may also serve as an indicator of the adequacy of his preparation for employment.

A study of Michigan cooperative vocational education participants indicated that more than one-half the group was employed in less than one month after graduation, three-fourths were employed within three months, and 90 percent were employed within six months after high school graduation. Office and trade and industrial students obtained permanent employment more readily than did distributive trainees during the first month after graduation. However, all occupational groups were approximately equal on full-time employment by the end of six months. Males in all programs were able to find employment somewhat more readily than females. (Haines, et al., 26:22-25)

In studying vocational agriculture trainees, Berkey found that of those seeking employment, over 70 percent were employed within one week or less, and 86.4 percent were employed in less than five weeks after graduation. Eight months after graduation, one percent remained unemployed. (22:22)

One reason for the short time lag between graduation and employment appears to be the fact that a large percentage of cooperative trainees remain with their cooperative education employer. Haines, et al., claim that:

> One of the reasons why employers participate in a cooperative program is to gain the advantage of securing full-time employees who have been screened by the firm over a period of time, who know the firm and its purposes, and who have been trained in the firm's methods.

The study by Haines, et al., reports apparent satisfaction with cooperative students on the part of employers, as 62 percent of all trainees had worked for their cooperative education employer since graduation, with nearly identical percentages in each of the three fields of cooperative education studied. (26:31-32) Berkey, et al., in reporting that 70 percent of all participants in vocational agriculture programs were employed in one week or less after high school graduation, noted that this category included graduates continuing part-time jobs held prior to commencement. (22)

How Graduates Obtain Employment

Most studies indicate that the great majority of vocational trainees rely heavily on family, friends, and direct personal application to obtain their first jobs. Kaufman and Lewis found

that 30 percent of the males in their study obtained jobs by direct application; 29 percent by family or friend; 24 percent by school placement; and 17 percent by employment agency, newspaper, or other means. Percentages for females were similar, but women made less use of direct application and more use of employment agencies. (27:90)

Eninger's nation-wide study shows that among the 100 schools in his sample, 25 percent was the median percentage of participants of trade and industrial programs who acknowledged the school's helpfulness in getting their first full-time job. The median was 34 percent for the graduates of vocational schools, however, as compared with 23 percent in the comprehensive schools. (25:5-35)

Cloyd, et al., found that 37 percent of Michigan's office education trainees of 1964 obtained their first jobs through direct application to the business where they were employed; 35 percent had been helped by their schools; and 17 percent claimed they were assisted by friends and relatives. (24:3)

Vocational education participants from the state of New York were asked what type of assistance they received in seeking employment by McCowan and Mongerson. Half the respondents stated they had obtained their employment through their own effort as compared with 12.4 percent receiving help from parents, 10.1 percent from friends, and 9.8 percent from guidance counselors. (30:13)

Thompson found that 62 percent of the 1970 pilot program vocational agriculture trainees of Wisconsin had been assisted by friends and family in obtaining jobs. Only one percent reported

receiving assistance from the guidance counselor and two percent claimed assistance from the agriculture instructor. (36:5)

Berkey, et al., found that the majority of former agricultural students had found employment either with the assistance of a friend or relative or through a personnel office. Very few graduates claimed assistance from the school they attended. Authors of the report recommended that "Increased curricular emphasis should be given to job seek skills. . . ." (22)

Kaufman, et al., reported that one-third of the graduates studied obtained jobs through their own direct application. Another one-fourth of the males and one-fifth of the females found their first jobs through prior friendships (either personal or family). Still another one-fourth, both male and female, were assisted "by their schools." Little use was made of other channels, such as public and private employment agencies, newspaper advertisements, and competitive examinations. In locating their first jobs, vocational trainees were assisted to a much greater extent by their schools than were general or academic curricula graduates. The authors contend that:

> Employment opportunity must be realistically defined as a job opening for which an individual is qualified and of which he is aware. Vacancies which are real but unknown to those seeking work are not meaningful alternatives. A lack of knowledge about alternatives is a major impediment to market efficiency and effectiveness.

Another observation by the authors of this report concerning job acquisition methods was:

> At least one-half of all vocational graduates secured their jobs through their own devices. . . . The probability of misallocating human resources is high under these circumstances because of the . . . limited occupational knowledge among youth. Individual responsibilities increase quickly after entrance into the labor force, thereby further limiting mobility and freedom to accept risks in employment. It is essential, therefore, that the initial bridge between skill acquisition and utilization be structured to funnel efficiently the graduate into the proper job. (28)

In recognizing the need for more adequate vocational guidance services, the Advisory Council suggested that:

> . . . local boards of education should give serious thought and consideration to . . . providing placement services and vocational counseling to all students throughout their secondary and post-secondary-school programs and initial period of adjustment to job entry.

Stressing the importance of this function, the Advisory Council also stated:

> Research indicates very clearly that vocational schools which have accepted responsibility for initial job placement of their students are far more successful than comparable schools which have not accepted this responsibility. Apparently two important factors operate: the schools which place students soon stop preparing students for nonexistent jobs, and the feedback from employers and graduates makes them quickly aware of deficiencies in their training programs. (38)

Geographic Mobility

Studies report consistently that high proportions of secondary school graduates find and remain in jobs in or near the community in which they attended school.

Eninger reports that 87 percent of the secondary school graduates who participated in trade and industry programs ". . . had

never moved out of the community in which they went to school." In addition, "Less than 3 percent of the graduates reported their first full-time job after graduation involved a move to another city." Eninger concludes:

> The implication for vocational education is clear. The labor market for which a school trains persons in the trade is relatively small in terms of geographic area. The great majority never obtain employment outside the city in which they received their high school education. Those that do, do not go great distances from that city. (25:12-3)

Kaufman, et al., report ". . . at most only about eight percent of the sample moved (from their home towns) for reasons directly connected with civilian jobs." Most graduates in this study making moves did so for school or service-connected reasons. (28)

In their study of Michigan cooperative trainees, Haines, et al., report that ". . . ten months after graduation more than eight out of ten (81.5 percent) are still working in the same county where they received cooperative training." When consideration was given to the fact that standard metropolitan areas often extend over county boundary lines, it was concluded that ". . . 88 percent of these occupationally trained individuals remain in the same general vicinity where they received their training." Of the 8.4 percent working outside the state, most were either in the service or were wives of servicemen. (26:32)

Reporting on trainees of Wisconsin agricultural occupations programs who graduated in 1970, Thompson stated:

> The pilot program in agriculture prepares students for their home area as 79 percent of the graduates worked within 10 miles

> of their high school home. The graduates were not occupationally mobile during the first six months after high school graduation. (36:v)

Kaufman and Lewis concur with these findings, and observe:

> . . . the bridge between training and employment is an informal and unstructured one in which the individual's immediate environment is a major factor in determining where he will seek employment. (27:90)

Earnings of Vocational Education Participants

Information about the earning power of students completing vocational programs is not easy to interpret, due to inconsistency in reporting practice, inflationary trends, and absence of knowledge about local labor markets.

Eninger reports wide school differences in starting wages of trade and industry participants, with low average levels of income. Students who entered jobs directly related to their training and remained in such jobs from two to eleven years were shown to have higher earnings than non-college academic graduates. (25:9-47)

Findings of Kaufman and Lewis on employment experiences of participants of vocational programs as a whole indicated that vocational trainees started at a median wage rate equal to that of graduates in other curricula; but over their total employment history the vocational group had less time unemployed, received more rapid increases in earnings, and had higher average monthly incomes. (27)

A study of Michigan cooperative education trainees ten months after high school graduation disclosed that the male trade and industrial group on the average received more per week ($106) than did

either male distributive ($96) or office ($97) trainees. Office trained females received an average of $70 per week whereas females in distributive education received $65, followed by those in trade and industrial programs at $54 weekly. (Haines, et al., 26:36)

Kaufman, et al., studying vocational trainees who graduated in 1966, found that the median hourly rate of the lowest ten percent of the males was $.90, and nearly one-half the sample started at $1.20 per hour or less. At the other end of the range, the highest ten percent of the males received a median rate of $2.40 an hour. The median rate for males was $1.30 an hour. The range of hourly rates for females was both lower and narrower. The lowest decile of females started at a median rate of $.70 per hour, and nearly 60 percent received $1.20 per hour or less. The highest decile of females received a median rate of $1.80, and the group median was $1.20 an hour. (28:6-23)

A 1969 study of New York vocational agriculture participants showed that 29 percent of the group received from $1.50 to $2.00 per hour, which was the lowest category. Another 31 percent reported earning from $2.00 to $3.00 per hour. Only five percent reported earning above $3.00 per hour, with the remainder indicating self-employment. More than 50 percent of the respondents reported receiving a promotion or pay raise since initial employment, which was at most eight months prior to the study. (Berkey, et al., 22:29)

In reporting results of a study of cooperative home economics participants, Nelson disclosed that prior to the course 75 percent

of the students were earning less than the minimum wage, usually for such jobs as baby-sitting or mowing lawns; whereas at the conclusion of the course, 81 percent of the working students were earning the minimum wage or more. (66:435)

McCowen and Mongerson reported that the full-time weekly salary before deductions for New York vocational education trainees out of school for one year was in the $86 to $100 a week range.(30:17)

Kaufman and Lewis, in discussing employment stability, earnings progress, and average monthly earnings of high school graduates, stated that:

> . . . on all three indices graduates of the vocational curriculum were sufficiently better than the graduates of academic and general curricula. . . . The advantage appeared to be associated with obtaining a job which was related to their preparation. (27:108)

Osburn and Andre studied the effect of job related training on earnings of vocational participants who had been out of school for ten, fifteen, and twenty years. Graduates who obtained first jobs corresponding to the same category for which they were trained earned approximately $3.85 more per week than those who obtained jobs unrelated to their training. However, benefits accruing to job-related employment increased over time. Workers employed in the same and related categories at the time of the study received $8.36 and $9.04, respectively, more per week than workers employed in jobs unrelated to their vocational training. The authors state:

> The finding that job-relatedness was an important factor affecting earnings--although rather meager for the initial job--substantiates the concern that vocational educators have historically had over the years for studying job-related

> placement. Somewhat surprising was the increased significance that any benefits accruing to vocational training tend to erode over time. (33)

Job Satisfaction

A particularly vital area of consequence of occupational placement is the general satisfaction an individual has with his job. Kuvlesky explains:

> Not only does the job one holds have direct significance for social prestige, but it also consumes a major portion of a person's daily life. In addition the job a person has determines to a large extent other facets of his life--his kinds of associations with others, income, security, style of life, and even one's family's crucial life chances.
> . . . If a person aims at a particular type of job but does not attain it, he will very likely feel some degree of deprivation, depending on the intensity of his desire and the magnitude of his deflection. . . . The deprivation felt by the individuals who do not realize their occupational goals can have important consequences for their evaluation of society and for the manner in which they relate themselves to it. (84:2)

Kaufman and Lewis observe:

> One could hypothesize . . . that an increased number of job alternatives would lead to increased satisfaction in the job actually chosen, assuming that accurate information about each alternative was available to the decision maker. Similarly, the better prepared an individual is, the more satisfaction he should derive from his work. (27:6-28)

Therefore, one measure of the effectiveness of an occupational training program is the degree to which the trainee enters an occupational field and finds satisfying progression in his career.

In Eninger's study, higher degrees of satisfaction with jobs were expressed by graduates who had participated in vocational programs than by those who pursued other curricula. Job satisfaction was higher among those placed in jobs related to their high school

vocational training. Job satisfaction also correlated significantly with present earnings at the time of the survey, i.e., the greater the hourly earnings, the greater the job satisfaction reported. (25:9-25)

Kaufman and Lewis reported that both male and female graduates were ". . . less than completely satisfied with their pay and opportunities for promotion in their first jobs." Relationships with supervisors were rated more favorably than the actual job conditions. Women were especially dissatisfied with their opportunities for promotion. (27)

Essentially identical findings were reported by Kaufman, et al. In this study, both male and female graduates were generally satisfied with the work tasks performed on their jobs, but neither was especially satisfied with his pay and opportunities for promotion in the first job. Personal relationships on the job were highly rated--supervision and people worked with. Of the graduates who had changed jobs, only one percent of each sex had been fired. Approximately 40 percent had changed jobs to get a better job elsewhere or were promoted within the employing company. The average number of months vocational trainees had worked in their first jobs after graduation was a mean of 16.3 months for males and 17.7 months for females. (28)

Somers, in a national followup survey of vocational education participants, found that less than one in five secondary trainees of distributive, agricultural, and office education programs was not satisfied with his first job. The remainder responded as being

either fairly satisfied or very satisfied with their first jobs. Somers states, "On the secondary level, there was no variable significantly related to job satisfaction." (35:105)

A study of former vocational agriculture students made by Berkey, et al., reports that nearly two-thirds were satisfied with the people with whom they worked, the supervision they received, and the work required. However, less than half were satisfied with the promotions available or the pay received. (22:35)

The consistent reports of dissatisfaction on the part of vocational participants concerning the areas of pay and promotional opportunities lead one to suspect that, while in training, students had not really looked at either the world of work or their own capabilities critically and realistically. Kuvlesky states:

> In our society many children are led to believe that their achievements are limited only by their desires and efforts. This has a tendency to produce relatively high goals which are not necessarily compatible with existing opportunities or the capabilities of the individual. (84:2)

Academic Performance of Vocational Participants

Few studies are available regarding academic achievement of vocational education trainees. There is little agreement among those that do report findings in this area. Williams reports:

> Unpublished Office of Education studies of the last four or five years indicate that . . . 80 percent of the vocational education students are of below average ability, with 50 percent coming from the lowest ability quartile. (18:60)

A study of Michigan cooperative education students showed that 61.2 percent were in the upper half of their graduating classes,

and about one of ten (12.2 percent) was in the bottom quarter. Six of ten distributive trainees were from the middle two quartiles. Office trainees were of remarkable quality; four of ten of them were in the upper quarter of their high school classes and three out of four were in the upper half of their class. Haines, et al., explains:

> . . . Vocational programs should serve the needs of those students who will enter the world of work upon graduation; a world where occupations have varying requirements of academic ability. It should also be remembered that, in some occupations, sheer academic quality is not the prime requisite. The point is that, while intellectual achievement is not a sole criterion for success in an occupation, the rank in class may be an indicator of motivation, a factor of significance in most forms of employment. (26:38)

Kaufman, et al., compared measured IQ ratings of former vocational students with those in academic and general curricula. It was found that while graduates from vocational and general curricula were nearly identical in IQ distribution, those in the academic curriculum had approximately twice the percentage with IQ's above 109. IQ distributions of males and females in the various curricula were nearly identical. (28:9-3)

Wallace reports on a study which compared the academic achievement of distributive education cooperative program participants with comparable students on the basis of available normative data. In this study, it was found that participants in cooperative programs showed a greater tendency to complete high school than their fellow students even though mental maturity scores and class rank of cooperative students were low, with more than 70 percent in the lower half of their graduating classes. (40:30)

Nelson found that followup job status and hourly wage on jobs of cooperative home economics participants were related neither to evidences of academic ability nor to attitudes thought predictive of success on the job. (66:435)

Post-High School Education

National data indicate that large numbers of persons completing vocational education programs move on to further full-time schooling rather than directly to work.

The Advisory Council on Vocational Education reported that 23 percent of the vocational trainees graduating in 1966 had continued full-time schooling. By vocational program, percentages continuing schooling varied considerably. Nearly 40 percent of the agricultural, 23 percent of the distributive, 12.7 percent of the home economics (for gainful employment), and 23 percent of the office trainees were shown to be continuing their education after completion of their vocational programs. Percentages cited were based on total enrollments in secondary, post-secondary, and adult programs. For secondary graduates alone, percentages would undoubtedly have been somewhat higher. (38:31)

From a study of available data, not only is there a wide variation in percentage of trainees from different programs who further their education beyond high school, but there also appears to be a wide variation among states as well.

State and national vocational education statistics for fiscal year 1969 reported by Duis indicated that 24.6 percent of all

secondary vocational education students graduating in that year continued in full-time schooling, with a range from 9.2 percent to 51.8 percent for various states in the nation. Louisiana reported 36.4 percent in full-time schooling. (37:Table X)

Information obtained by state supervisors of vocational education in Louisiana for fiscal year 1971 graduates indicated the following percentages of vocational education trainees were continuing their education: distributive, 28.8 percent; agricultural, 29 percent; home economics (gainful), 37.2 percent; and office, 39.5 percent. These data were collected three months after high school graduation, and approximate those reported by Mondart, et al., in which vocational students in Louisiana high schools indicated their expected levels of educational achievement. In this study, 27.4 percent of the males and 34.7 percent of the females in vocational curricula claimed that they expected to attend vocational school, business school, or college after graduation. (31)

Kaufman, et al., report data provided by school officials in which six percent of the distributive and 7.6 percent of the office education trainees were shown to be engaged in higher education. Percentages of agriculture and home economics participants could not be determined. In the same study, however, information received from graduates themselves indicated that 30 percent of the males and 24 percent of the females had received some type of post-graduate training or education beyond high school. Aside from college courses,

a large number of girls had participated in business training courses, whereas boys had taken primarily business and engineering technology courses. (28)

In their Michigan study of cooperative education trainees, Haines, et al., found that approximately 37 percent were attending some type of school or college either full or part-time ten months after high school graduation. The proportion of trade and industrial trainees attending school or college (48 percent) was considerably greater than those in either office (31 percent) or distributive programs (41 percent). Almost half the males were furthering their education while only about one-third of the females were doing so. Of all former students attending school or college, 89 percent were concentrating in fields directly or indirectly related to their high school cooperative training programs. Nearly 60 percent of those attending school were working full or part-time, about 40 percent of them holding jobs in the field of their high school cooperative training program. The authors state, "It may also be, although the study did not attempt to determine it, that cooperative education and the ability to gain employment motivates trainees to further their education." (26)

Thompson reported that 34 percent of the 1970 pilot program vocational agriculture students of Wisconsin continued in school after high school graduation. Thirteen percent were enrolled in vocational training schools. Of those attending college, 43 percent were pursuing agricultural curricula. (36:5)

Berkey, et al., found that nearly one-third of the New York vocational agriculture participants included in their study were attending college or other post-high school training institution eight months after high school graduation. In addition, about one-fourth of the employed graduates reported receiving additional training from their employers. (22)

In her study of cooperative home economics students, Nelson reported that only five percent of those who completed the course went on to some form of post-high school education. (66:435)

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

Vocational education, at the secondary school level, is presumed to be so designed as to develop in students the social skills, work habits, and job competencies considered essential in obtaining and holding a satisfying job in an occupational field of the student's own choosing. This process has many limitations at the present time--limitations in terms of student time, programs available in any given school, adequate occupational guidance and counseling services, suitable facilities, and job market information--as indicated by studies reported in the review of literature.

In recent years, legislation has been effected which is designed to expand and broaden vocational education programs, to more fully develop the essential pre-vocational programs, and to strengthen occupational guidance and counseling services. Cooperative vocational education has been specifically encouraged by federal legislation. As a result, cooperative vocational education programs in Louisiana have experienced appreciable expansion in the past few years.

This study was made to analyze employment experiences of cooperative vocational education participants of public secondary schools in Louisiana during their first year after high school

graduation and to ascertain various factors affecting their transition from school to the world of work, factors which may have implications for strengthening and adjusting vocational curricula to more realistically meet student needs.

The descriptive method was utilized in this investigation. Data presented in this chapter were obtained from questionnaires mailed to 2,261 high school graduates who were trainees in cooperative vocational education programs during the 1970-71 school year. The post office returned 96 questionnaires for lack of forwarding addresses. Consequently, 2,165 graduates received the questionnaire, of which 1,207, or 55.8 percent, returned the completed form.

Nonresponse Bias

As a check on nonresponse bias, two key characteristics of respondents and nonrespondents were compared and significance levels were determined by the chi square statistical procedure, as presented in Table I. This test is used to determine whether a significant difference exists between observed responses and expected frequencies based on the null hypothesis, i.e., the hypothesis of equal probability. A chi square value significant at the .05 level of confidence means that there is only a five percent probability that the rejection of the null hypothesis is in error due to chance fluctuations in sampling, and the conclusion is reached that the groups compared are actually different in the attribute observed.

Academic quartile ranks of graduates, submitted by schools, were analyzed to determine if significant differences existed between

respondents and nonrespondents within each cooperative vocational education program. Chi square values significant at .05 and .01 were observed only within the distributive education and cooperative office education programs respectively, indicating that for these two areas responses from graduates in lower quartiles were less than from graduates of higher academic standing.

In addition, a random sample of nonrespondents within each program was drawn for followup telephone interviews. Employment status of nonrespondents was ascertained and compared with status of respondents. The results from the telephone survey revealed no significant differences in employment status from those who had replied to the questionnaire.

Based on this information, the assumption will be made that nonrespondents were analogous to respondents, and data shown are applicable to the total population.

Academic Achievement of Cooperative Trainees

The opinion is often voiced among administrators, teachers, and counselors that students enrolled in vocational education curricula are generally the less talented individuals, academically speaking. Data in Figure 1 present quite a different picture. Cooperative program participants, as a group, achieved as well or better than other graduates in their schools, with 56.5 percent in the upper half of their graduating classes.

Among the four programs, distributive education participants most nearly approximated an equal distribution among the four

TABLE I

QUARTILE RANK AND EMPLOYMENT STATUS OF RESPONDENTS AND NONRESPONDENTS

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	R	NR	R	NR	R	NR	R	NR
Academic Quartile Rank[1]								
1st Quartile (upper 25%)	8	3	90	72	11	8	257	115
2nd Quartile	9	7	167	185	8	3	208	148
3rd Quartile	5	12	178	215	2	2	107	106
4th Quartile (lower 25%)	16	16	118	167	3	4	20	28
Chi Square	NS		.05		NS		.01	
Employment Status[2]								
Employed	32	4	248	12	9	2	325	10
In School	4	0	184	3	6	2	176	6
Unemployed	1	0	62	3	9	1	83	3
Military	1	1	59	2	-	-	8	1
Chi Square	NS		NS		NS		NS	

[1]Quartile ranks submitted by schools.

[2]Employment status of nonrespondents determined by telephone interview.

quartiles. Approximately two-thirds of the agricultural trainees were in the lower half of their graduating classes, while nearly three-fourths of the cooperative home economics and office education participants were in the upper half of their graduating classes. These differences in academic performance among participants of the four programs were found to be highly significant when the chi square test was applied.

Although intellectual achievement has its importance, it is not the only criterion for success in an occupation. Vocational programs should serve the needs of those students who will enter the world of work upon graduation; a world which often prizes other attributes in workers more so than intelligence or academic ability. In fact, one might question whether cooperative vocational education programs are adequately serving those youth whose academic talents are limited--students who will certainly be among the first to seek employment upon graduation from high school.

Employment Status of Cooperative Participants

It is generally agreed that the primary objective of vocational education at the secondary school level is to prepare youth for gainful employment. It follows, then, that one phase in the evaluation of vocational education programs would be concerned with evidence of program outcomes, i.e., the extent to which graduates find employment.

As can be seen in Table II, more than 52 percent of the cooperative program participants were employed full-time (including

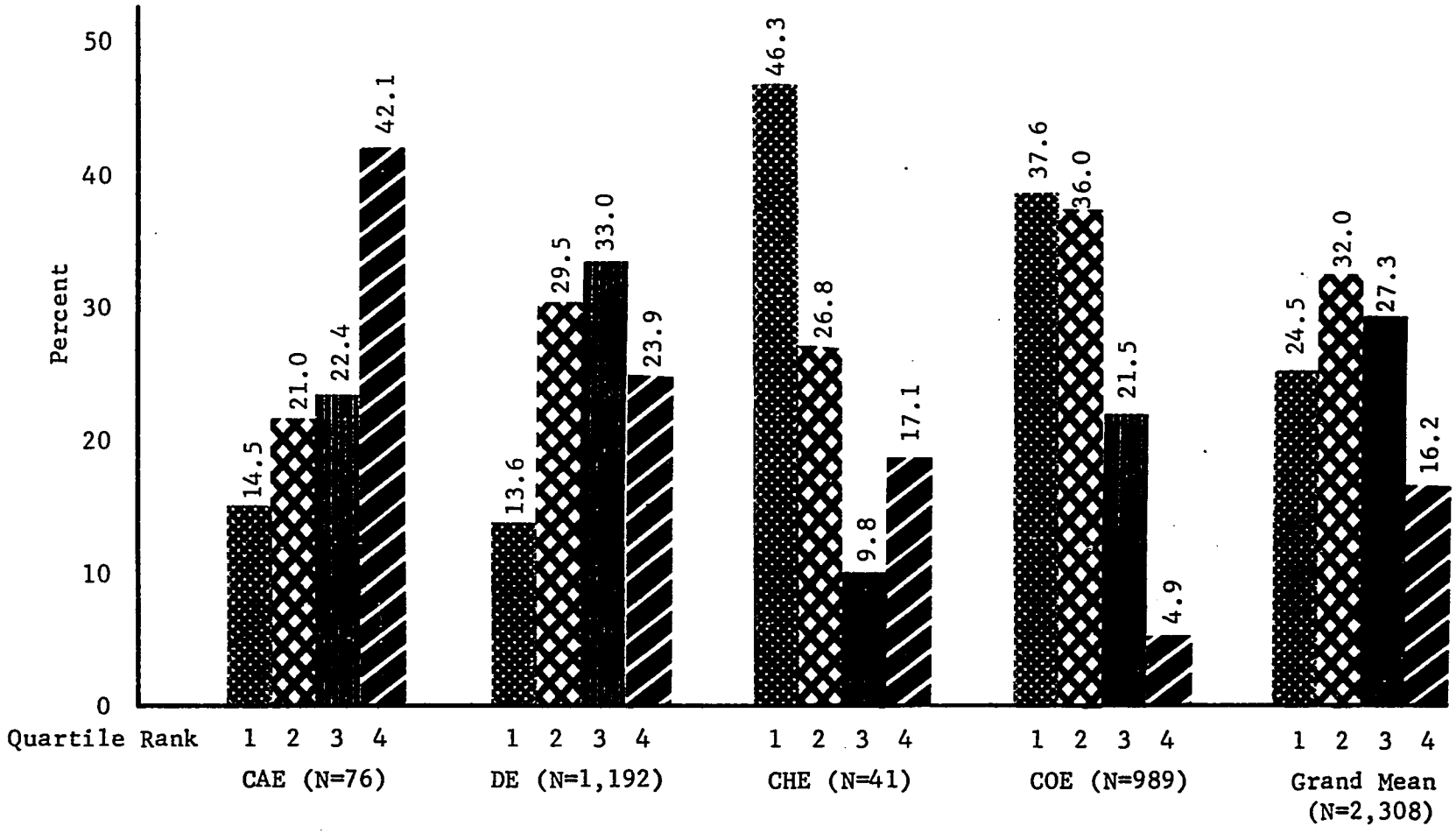


Figure 1. Participant's Academic Quartile Rank in High School Graduating Class

those attending school and working full-time) one year after graduation. An additional 13 percent were employed part-time; most of these were either housewives or students. Another 8 percent were housewives not employed outside the home; 5.7 percent were in the military service; and 4.9 percent were unemployed. Slightly more than 30 percent of all respondents were attending some type of post-high school institution. These figures approximate those cited in the review of related studies.

If the calculations are made in terms of those available for work (number of graduates less housewives, full-time students, and those in military service), then 93.3 percent of the respondents were employed and 6.7 percent were unemployed a year after graduation.

The significance of the 6.7 percent unemployment rate among cooperative program participants can best be shown by comparing it to state and national statistics. In May, 1972, the time of this investigation, the State of Louisiana had an unemployment rate of 6.0 percent of the total labor force. (85) During the same month, the overall national unemployment rate was 5.9 percent, with a rate of 15.8 percent among youth in the 18 and 19 year age group. (75: Table A-34)

Analysis of data in Table II reveals considerable differences among respondents in the four programs, as verified by the chi square test of significance. Full-time employment ranged from 37.5 percent of home economics trainees to 89.5 percent of agricultural trainees, while unemployment ranged from 2.6 percent of agricultural program

participants to 25 percent of those who had received training in home economics programs. Although only 10.6 percent of the agricultural trainees were attending some type of post-high school institution, 25 percent or more of the respondents of other programs were attending school. Significant differences also existed between male and female respondents with a smaller proportion of males employed full-time, a smaller proportion of females attending school, and a smaller proportion of males unemployed.

To ascertain the effect, if any, of academic achievement on employment status of graduates, data were arranged by quartile rank and employment status in Table III. As would be expected, those graduates in the academic upper half of their classes were attending school in greater numbers than were their classmates of lower academic standing. It is interesting to note, however, that slightly more than 40 percent of the distributive trainees attending school ranked in the lower two quartiles of their graduating classes, a far greater proportion than those in other programs. One might hypothesize that graduates of the lowest quartile rating would be found most often in the unemployed category or in the military service. There appears to be no consistent trend in this regard, however.

Elapsed Time--Graduation to Employment

The present labor situation for young people is characterized not only by substantial unemployment, but also by a considerable span of time before the first job is found after high school graduation. However, as can be seen in Table IV, 68.9 percent of the employed

TABLE II

EMPLOYMENT STATUS OF COOPERATIVE VOCATIONAL EDUCATION PARTICIPANTS ONE YEAR AFTER HIGH SCHOOL GRADUATION

Employment Status	Field of Cooperative Training								Total	
	CAE		DE		CHE		COE			
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Employed full-time										
Male	32	84.2	147	26.6	-	-	13	2.2	192	15.9
Female	-	-	85	15.3	9	37.5	296	49.9	390	32.3
Employed part-time										
Male	0	0.0	3	0.5	-	-	1	0.2	4	.1
Female	-	-	13	2.3	0	0.0	15	2.5	28	2.4
Attending school or college and employed full-time										
Male	2	5.3	23	4.2	-	-	7	1.2	32	2.7
Female	-	-	7	1.3	0	0.0	9	1.5	16	1.3
Attending school or college and employed part-time										
Male	2	5.3	44	8.0	-	-	11	2.0	57	4.7
Female	-	-	16	2.9	0	0.0	54	9.1	70	5.8
Attending school or college, not employed										
Male	0	0.0	49	8.9	-	-	10	1.7	59	4.9
Female	-	-	45	8.1	6	25.0	85	14.5	136	11.3
Housewife, not employed	-	-	34	6.1	3	12.5	59	9.9	96	8.0
In military service										
Male	1	2.6	59	10.7	-	-	8	1.3	68	5.7
Unemployed										
Male	1	2.6	15	2.7	-	-	0	0.0	16	1.3
Female	-	-	13	2.4	6	25.0	24	4.0	43	3.6
Total	38	100.0	553	100.0	24	100.0	592	100.0	1,207	100.0

Chi Square (program by status) significant at .01

Chi Square (sex by status) significant at .05

TABLE III

ACADEMIC QUARTILE RANKS OF COOPERATIVE VOCATIONAL EDUCATION PARTICIPANTS BY EMPLOYMENT STATUS AND PROGRAM

Program and Employment Status	Quartile Rank 1 No.	1 Percent	2 No.	2 Percent	3 No.	3 Percent	4 No.	4 Percent	Total No.	Total Percent
CAE										
Employed full-time	1	12.5	8	25.0	5	15.6	15	46.9	32	100.0
Employed part-time	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Attending school	3	75.0	1	25.0	0	0.0	0	0.0	4	100.0
In military service	1	100.0	0	0.0	0	0.0	0	0.0	1	100.0
Unemployed	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0
Total	8		9		5		16		38	
DE										
Employed full-time	29	12.5	65	28.0	81	34.9	57	24.6	232	100.0
Employed part-time	2	12.5	8	50.0	3	18.7	3	18.7	16	100.0
Attending school	49	26.6	60	32.6	50	27.2	25	13.6	184	100.0
Housewife	4	11.8	13	38.2	16	47.1	1	2.9	34	100.0
In military service	4	6.8	15	25.4	18	30.5	22	37.3	59	100.0
Unemployed	2	7.2	6	21.4	10	35.7	10	35.7	28	100.0
Total	90		167		178		118		553	
CHE										
Employed full-time	4	44.4	4	44.4	1	11.2	0	0.0	9	100.0
Employed part-time	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Attending school	4	66.7	2	33.3	0	0.0	0	0.0	6	100.0
Housewife	1	33.3	1	33.3	1	33.3	0	0.0	3	100.0
Unemployed	2	33.3	1	16.7	0	0.0	3	50.0	6	100.0
Total	11		8		2		3		24	
COE										
Employed full-time	141	45.6	102	33.0	57	18.5	9	2.9	309	100.0
Employed part-time	5	31.3	6	37.4	5	31.3	0	0.0	16	100.0
Attending school	78	44.3	70	39.8	21	11.9	7	4.0	176	100.0
Housewife	26	44.1	19	32.2	10	16.9	4	6.8	59	100.0
In military service	1	12.5	2	25.0	5	62.5	0	0.0	8	100.0
Unemployed	6	25.0	9	37.5	9	37.5	0	0.0	24	100.0
Total	257		208		107		20		592	

Read percentages horizontally

respondents had secured their initial full-time jobs within the first month after high school graduation, and 78.9 percent were working full-time by the end of summer. In general, there was little difference between male and female graduates with reference to length of time between graduation and full-time employment. However, a significant difference was detected when the chi square test was applied to compare participants of the four programs in this respect. The difference was primarily due to the apparent difficulty cooperative home economics trainees had in locating employment.

It is possible, although the study did not check for this, that many of the graduates held part-time jobs while seeking full-time employment. Several respondents indicated on their questionnaires that employment had been delayed because they had attended college the first semester or had completed a post-high school technical course before joining the labor force.

Correlation of Elapsed Time and Quartile Rank

The product-moment coefficient of correlation was utilized to determine if a relationship existed between elapsed time from high school graduation to the graduate's first full-time job and his academic quartile rank. This statistical test yields a ratio, or "r" value, which expresses the extent to which changes in one variable are accompanied by, or are dependent upon, changes in a second variable. The relationship is expressed in a relative manner on a scale that ranges from -1.00 to +1.00. The significance of the

TABLE IV

ELASPED TIME BETWEEN HIGH SCHOOL GRADUATION
AND FIRST FULL-TIME EMPLOYMENT

Months Elapsed Before First Full-Time Employment	Field of Cooperative Training								Total	
	CAE		DE		CHE		COE			
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1 or less										
Male	23	69.7	115	44.1	-	-	16	4.9	154	24.5
Female	-	-	58	22.2	3	33.4	218	67.1	279	44.4
1 to 2										
Male	2	6.1	12	4.7	-	-	0	0.0	14	2.2
Female	-	-	4	1.5	0	0.0	12	3.7	16	2.5
2 to 3										
Male	3	9.2	7	2.8	-	-	1	0.3	11	1.8
Female	-	-	4	1.5	1	11.1	17	5.3	22	3.5
3 to 4										
Male	1	3.0	6	2.3	-	-	1	0.3	8	1.3
Female	-	-	3	1.1	0	0.0	10	3.1	13	2.1
4 to 5										
Male	0	0.0	3	1.1	-	-	0	0.0	3	0.5
Female	-	-	3	1.1	1	11.1	11	3.4	15	2.4
5 to 6										
Male	0	0.0	7	2.8	-	-	0	0.0	7	1.1
Female	-	-	5	1.9	1	11.1	6	1.8	12	1.9
6 to 7										
Male	0	0.0	3	1.1	-	-	1	0.3	4	0.6
Female	-	-	3	1.1	0	0.0	8	2.5	11	1.8
7 to 8										
Male	1	3.0	2	0.8	-	-	0	0.0	3	0.5
Female	-	-	4	1.5	1	11.1	7	2.2	12	1.9
8 to 9										
Male	0	0.0	5	1.9	-	-	1	0.3	6	1.0
Female	-	-	1	0.4	1	11.1	6	1.8	8	1.3
9 to 10										
Male	1	3.0	3	1.1	-	-	0	0.0	4	0.6
Female	-	-	1	0.4	0	0.0	3	0.9	4	0.6
10 to 11										
Male	1	3.0	1	0.4	-	-	0	0.0	2	0.3
Female	-	-	2	0.8	0	0.0	3	0.9	5	0.8
11 to 12										
Male	1	3.0	5	1.9	-	-	0	0.0	6	1.0
Female	-	-	4	1.5	1	11.1	4	1.2	9	1.4
Total	33	100.0	261	100.0	9	100.0	325	100.0	628	100.0

Chi Square (program by elapsed time) significant at .05

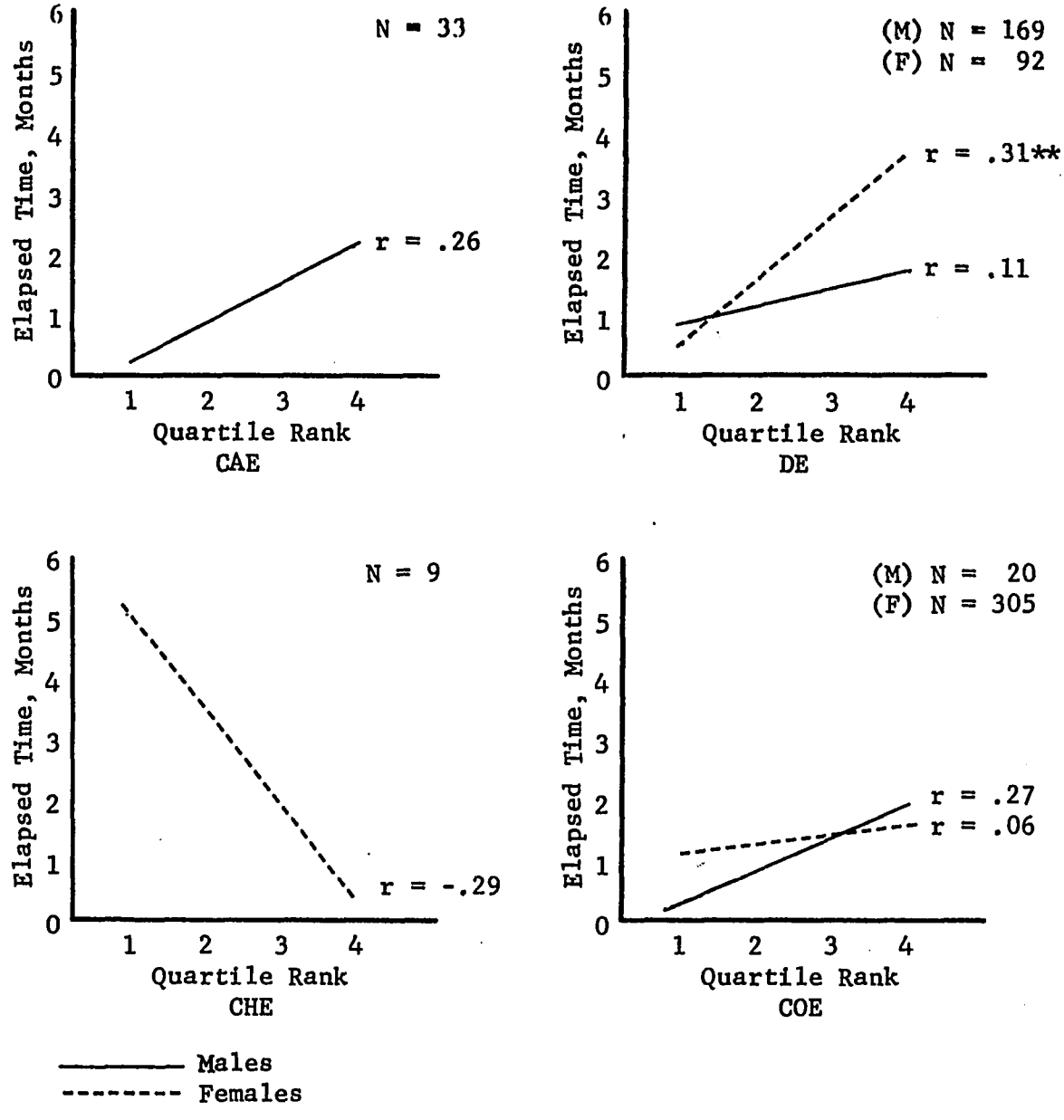
Chi Square (sex by elapsed time) not significant

obtained "r" is tested against the null hypothesis that the population "r" is in fact .00; that no relationship exists. An "r" value significant at the .05 level of confidence means that at most only five times in 100 trials would an "r" of such magnitude be observed from fluctuations in sampling alone if the population "r" were actually .00.

As seen in Figure 2, a positive though negligible relationship existed between elapsed time before employment was obtained and quartile rank of the graduate, with the exception of those who had participated in home economics programs. Only among females in distributive education was the degree of relationship of significance, indicating that a longer period of time was required for those of lower academic standing to become employed. Surprisingly, a negative relationship was observed among home economics respondents. However, the number of employed home economics trainees was extremely small and no true correlation should be inferred.

Switching of Occupational Fields

One extensively used measure of vocational training efficiency is the degree to which the graduate enters and remains in the occupational field in which he received training. The importance of this measure as a criterion of program effectiveness is subject to question. Every vocational program includes both general and specific occupational outcomes. In addition, many occupations require a knowledge of two or more fields. Conversely, skills learned in one field may be applicable in another. For example, the agricultural



** Significant at the .01 level of confidence

Figure 2. Correlation of Elapsed Time, Graduation to First Full-Time Job, with Academic Quartile Rank

student who learns tractor mechanics can, with very little adaptation, apply his skills as an automobile mechanic--an occupation considered to be in the field of trades and industries. Another problem to be considered is that vocational education programs in any given school are generally quite limited in number and scope. Consequently, the student may enroll in office education, for example, even though his career objective lies in business, because distributive education is not offered in his school.

As an item for analysis, graduates were requested to indicate their fields of employment and their job titles on the questionnaire. From this information, occupational fields of employment were determined as shown in Table V. Percentages of graduates employed in their occupational training fields ranged from a low of 21.2 percent for agricultural trainees, to nearly 50 percent for distributive and home economics participants, to a high of 89.9 percent for office education trainees--highly significant differences according to the chi square test.

Probable reasons for these variations are revealed by analyzing switches made by male and female graduates. The most significant cases of occupational switching were made by male agricultural and distributive education trainees who became trade and industrial workers. The majority of agricultural trainees working in trade and industrial jobs were employed as welders and mechanics, jobs for which they had received training in off-farm agricultural businesses, but in businesses and industries having

little relationship to agriculture. Several distributive respondents indicated that they had received training as mechanics or construction workers while enrolled in distributive education--a situation condoned, although not publicized, by some sympathetic distributive education teachers because opportunities for high school students in the state to participate in trade and industrial education programs are so extremely limited.

Among females switching occupational fields, the major cases were distributive and home economics trainees who became office workers. If these girls had taken high school courses in typing and shorthand, as so many girls do, this switch was probably not difficult to make. In addition, knowledge and skills acquired in other vocational fields may be of considerable value in certain office jobs.

Graduates who indicated employment outside their fields of training were asked the reason. The responses are summarized in Table VI. Of graduates who had switched occupational fields (and were aware of it), 23.6 percent of the agricultural, 16 percent of the distributive, and 14.8 percent of the office trainees stated there were no jobs available in their area of training. The remainder of graduates who had switched occupational fields claimed they decided they liked another job better, the other job paid more, or had other reasons for switching. It is quite possible that in some cases an excess of graduates are trained with respect to local job openings in certain fields. It is also within the realm of possibility that additional emphasis needs to be given to job placement procedures.

TABLE V

DEGREE TO WHICH EMPLOYED PARTICIPANTS REMAIN IN OCCUPATIONAL TRAINING FIELDS

Occupational Field One Year After Graduation	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Agriculture								
Male	7	21.2	7	2.7	-	-	0	0.0
Female	-	-	0	0.0	0	0.0	0	0.0
Distribution								
Male	5	15.2	80	30.7	-	-	4	1.2
Female	-	-	47	18.0	1	11.1	10	3.1
Home Economics								
Male	0	0.0	2	0.8	-	-	0	0.0
Female	-	-	4	1.5	4	44.5	1	0.3
Office								
Male	0	0.0	4	1.5	-	-	9	2.8
Female	-	-	28	10.7	2	22.2	283	87.1
Trades or Industry								
Male	19	57.6	65	24.9	-	-	7	2.2
Female	-	-	10	3.8	1	11.1	6	1.8
Other								
Male	2	6.0	11	4.3	-	-	0	0.0
Female	-	-	3	1.1	1	11.1	5	1.5
Total	33	100.0	261	100.0	9	100.0	325	100.0

Chi Square (program by occupational area) significant at .01

Chi Square (sex by occupational area) significant at .05

TABLE VI

REASON EMPLOYED PARTICIPANTS WERE NOT WORKING IN FIELDS OF HIGH SCHOOL TRAINING

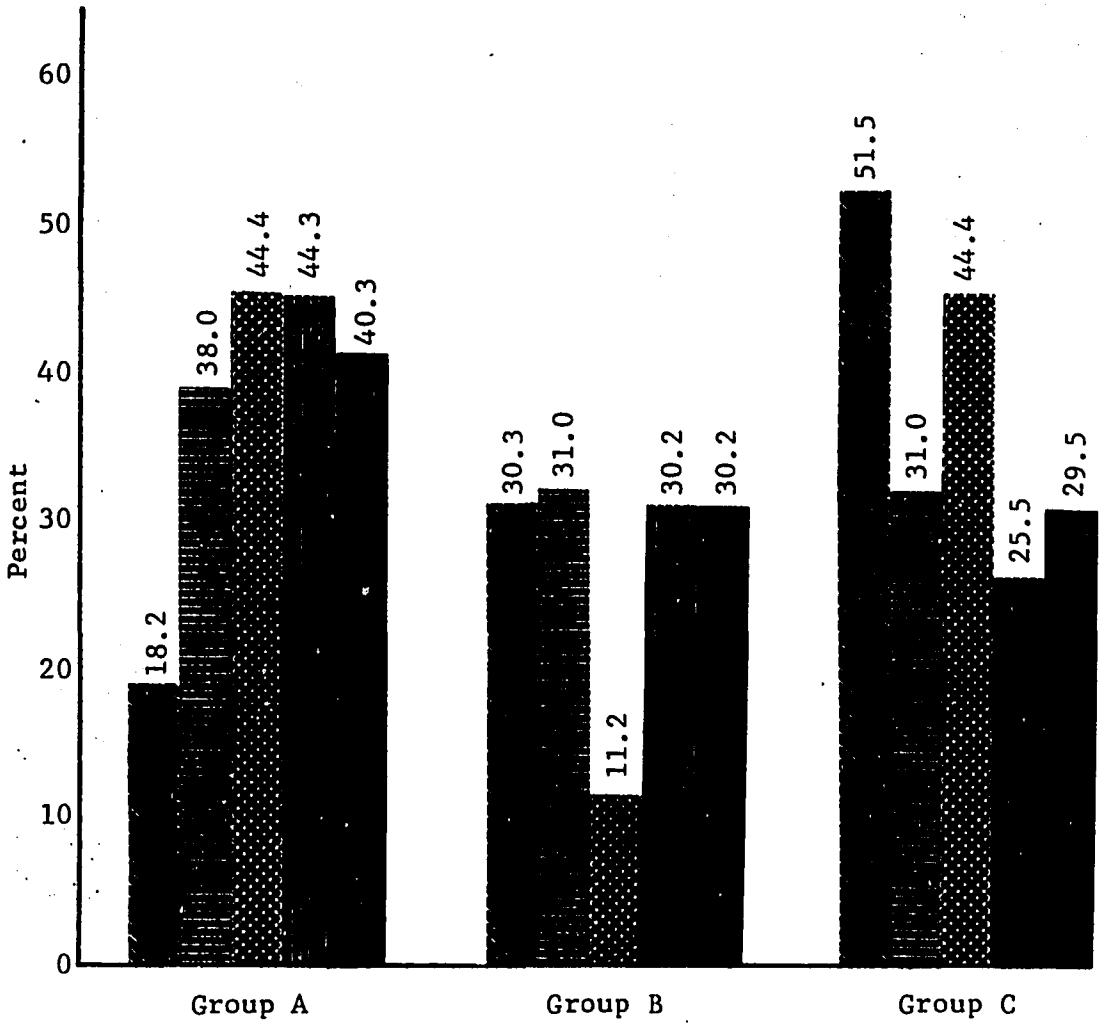
	Field of Cooperative Training							
	CAE		DE		CHE		COE	
Reasons	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
No job available in area trained for								
Male	4	23.5	15	15.0	-	-	1	3.7
Female	-	-	1	1.0	0	0.0	3	11.1
Decided they liked other job better								
Male	8	47.1	27	27.0	-	-	3	11.1
Female	-	-	13	13.0	4	80.0	4	14.8
Other job paid more								
Male	3	17.6	24	24.0	-	-	5	18.5
Female	-	-	6	6.0	1	20.0	4	14.8
Other reasons								
Male	2	11.8	7	7.0	-	-	1	3.7
Female	-	-	7	7.0	0	0.0	6	22.3
Total	17	100.0	100	100.0	5	100.0	27	100.0

Graduates Remaining with Their Cooperative Employer

Apparently one of the reasons businesses participate in a cooperative vocational education program is to gain the advantage of securing full-time employees whose capabilities and work habits have been observed over a period of time and who are familiar with the business and its modus operandi.

Data in Figure 3 reveal that there is, on the part of cooperating employers, obvious satisfaction with cooperative trainees. Even in a job market where supply is far greater than demand, approximately three out of every four distributive and office education trainees, and approximately half the agricultural and home economics trainees had worked for their cooperative employers since high school graduation. With the exception of agricultural trainees, approximately four of every ten employed respondents were still working for their cooperative firms a year after high school graduation. When the chi square test was applied to these data, significant differences were observed among respondents of the four programs, due to the greater proportions of office and distributive trainees who had worked for their cooperative employers since graduation. Significant differences were also detected between male and female respondents, because of the greater proportion of females employed by their cooperative firms at the time of the study.

Although some coordinators maintain an agreement with cooperative firms discouraging the employer from hiring the trainee upon graduation so that the same training station can be used year after year, this practice is evidently not extensively followed in the state.



Group A: Employed by cooperative firm one year after graduation.

Group B: Had worked for cooperative firm since graduation but not employed there at time of survey.

Group C: Had not worked for cooperative firm since graduation.

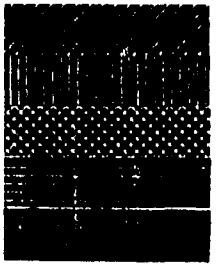


Figure 3. Degree to which Participants Remained with Their High School Cooperative Program Employers

Number of Jobs Held

Although youthful high school graduates are noted for their job-hopping tendencies, the majority of cooperative program trainees had remained with a single employer during their first year out of high school. As shown in Table VII, percentages of graduates holding only one job during the year ranged from 51.5 for agricultural respondents, 63.7 and 68.6 for distributive and office trainees respectively, to 88.9 for cooperative home economics participants. These differences were not significant. Of the 628 graduates represented in Table VII, only 32, or 5.1 percent, had held more than two jobs during the year. Significant differences were noted between male and female respondents with regard to the number of jobs held since graduation, due to a greater proportion of males holding two or more jobs during the period. It is probable that job openings were not as plentiful as in previous years. If so, this perhaps had a stabilizing influence on the graduates and made it more difficult for them to change jobs.

When those graduates who had held two jobs or more during the year were asked the reason for leaving their first job, the major reason given by respondents of all programs was that they had found a better job. The other important reason given for leaving the first job was because of dissatisfaction with it. Of the 206 graduates responding to this question, only 51, or 24.3 percent, gave other reasons for leaving their first job, such as being laid off, job was abolished, dismissed, returned to school, and other reasons. These

TABLE VII

FULL-TIME JOBS HELD BY PARTICIPANTS DURING FIRST YEAR AFTER HIGH SCHOOL GRADUATION

Number of Jobs Held	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
One								
Male	17	51.5	102	39.1	-	-	14	4.3
Female	-	-	64	24.6	8	88.9	209	64.3
Two								
Male	12	36.4	51	19.5	-	-	6	1.8
Female	-	-	23	8.8	1	11.1	89	27.4
Three								
Male	3	9.1	10	3.8	-	-	0	0.0
Female	-	-	4	1.5	0	0.0	7	2.2
Four								
Male	1	3.0	5	1.9	-	-	0	0.0
Female	-	-	1	0.4	0	0.0	0	0.0
Five								
Male	0	0.0	1	0.4	-	-	0	0.0
Female	-	-	0	0.0	0	0.0	0	0.0
Total	33	100.0	261	100.0	9	100.0	325	100.0

Chi Square (program by number of jobs held) not significant

Chi Square (sex by number of jobs held) significant at .01

TABLE VIII

REASON COOPERATIVE VOCATIONAL EDUCATION PARTICIPANTS LEFT THEIR FIRST JOBS AFTER HIGH SCHOOL GRADUATION

Reason Given For Leaving First Job	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Got a better job								
Male	6	37.5	38	40.9	-	-	4	4.2
Female	-	-	16	17.2	1	100.0	52	54.8
Dissatisfied with the job								
Male	4	25.0	12	12.9	-	-	1	1.1
Female	-	-	1	1.1	0	0.0	17	17.9
Layed off								
Male	3	18.9	6	6.4	-	-	0	0.0
Female	-	-	1	1.1	0	0.0	4	4.2
Dismissed								
Male	0	0.0	1	1.1	-	-	0	0.0
Female	-	-	1	1.1	0	0.0	2	2.1
Job abolished								
Male	1	6.2	0	0.0	-	-	0	0.0
Female	-	-	1	1.1	0	0.0	3	3.1
Return to school								
Male	1	6.2	8	8.6	-	-	1	1.1
Female	-	-	3	3.2	0	0.0	3	3.1
Other reason								
Male	1	6.2	2	2.1	-	-	0	0.0
Female	-	-	3	3.2	0	0.0	8	8.4
Total	16	100.0	93	100.0	1	100.0	95	100.0

data are presented in Table VIII. Most of the respondents listing "other reason" for leaving the first job indicated that either they had moved to another community with their parents or, in the case of females, with their husbands, since graduation.

Salaries Received by Participants

One factor in the relative desirability of any job is the salary it pays. Comparative rates of pay received upon completion of various vocational curricula may also exert an influence on the earlier decision made by the student of which program to choose--that is, if a choice is available.

A far greater proportion of cooperative agricultural education participants received salaries above $75 per week than did their classmates in other programs, as seen in Figure 4. Conversely, a far greater proportion of home economics trainees received less than $76 per week than did respondents of other programs. Highly significant differences were noted among programs in this regard. Highly significant differences were also observed when the two sexes were compared with respect to salaries received, with males earning significantly higher salaries than females.

Because of the influence of greater numbers of males in distributive programs, a higher percentage of distributive trainees made weekly salaries in excess of $100 than did office education trainees, as observed in Table IX which compares weekly salaries of graduates by program and sex. A further analysis of data in Table IX reveals that 480 of the entire 628 graduates represented, or 76.4

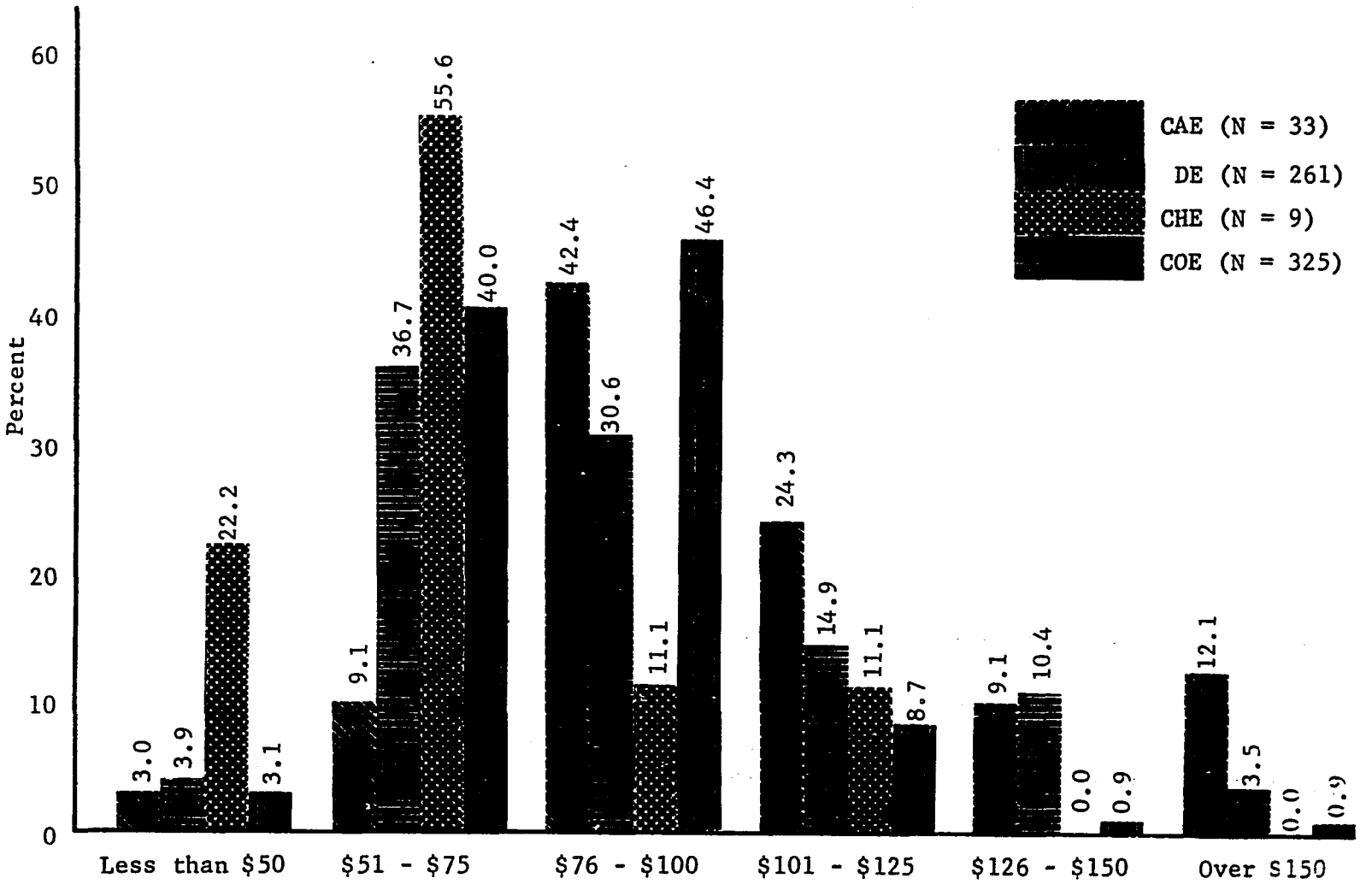


Figure 4. Weekly Salaries of Employed Participants

TABLE IX

SALARIES OF EMPLOYED PARTICIPANTS

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
Weekly Salary	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Less than $50								
Male	1	3.0	2	0.8	-	-	0	0.0
Female	-	-	8	3.1	2	22.2	10	3.1
$51 to $75								
Male	3	9.1	39	14.9	-	-	5	1.5
Female	-	-	57	21.8	5	55.6	125	38.5
$76 to $100								
Male	14	42.4	58	22.2	-	-	5	1.5
Female	-	-	22	8.4	1	11.1	146	44.9
$101 to $125								
Male	8	24.3	36	13.8	-	-	6	1.9
Female	-	-	3	1.1	1	11.1	22	6.8
$126 to $150								
Male	3	9.1	26	10.0	-	-	2	0.6
Female	-	-	1	0.4	0	0.0	1	0.3
More than $150								
Male	4	12.1	8	3.1	-	-	2	0.6
Female	-	-	1	0.4	0	0.0	1	0.3
Total	33	100.0	261	100.0	9	100.0	325	100.0

Chi Square (sex by salary) significant at .01

Chi Square (program by salary) significant at .01

percent, had salaries of $51 to $100 per week; 23, or 3.7 percent, had weekly salaries of $50 or less; and 125, or 19.9 percent, had weekly salaries above $100.

Correlation of Salary with Academic Quartile Rank

The coefficient of correlation statistical procedure was used to determine if a relationship existed between the graduate's academic quartile rank and his weekly salary. As seen in Figure 5, any relationship that existed was extremely small, with a significant but very slight negative correlation present only among female cooperative office education participants. A negative correlation, in this case, indicates that weekly salaries were less among graduates of lower academic standing. Oddly enough, in the cooperative agricultural education program a positive correlation was observed, indicating that respondents of lower academic standing received higher salaries than those in the upper quartile ranks. From this information, one could say that academic performance of the graduate had little to do with the salary he received after high school graduation.

Aside from correlation, lines of regression in Figure 5 point out very poignantly differences in salary levels between male and female cooperative vocational education participants.

How Trainees Located Their Jobs

An employment opportunity for an individual exists only when the candidate meets qualifications for the job, is cognizant of the opening, and takes steps to secure the position. In order to determine

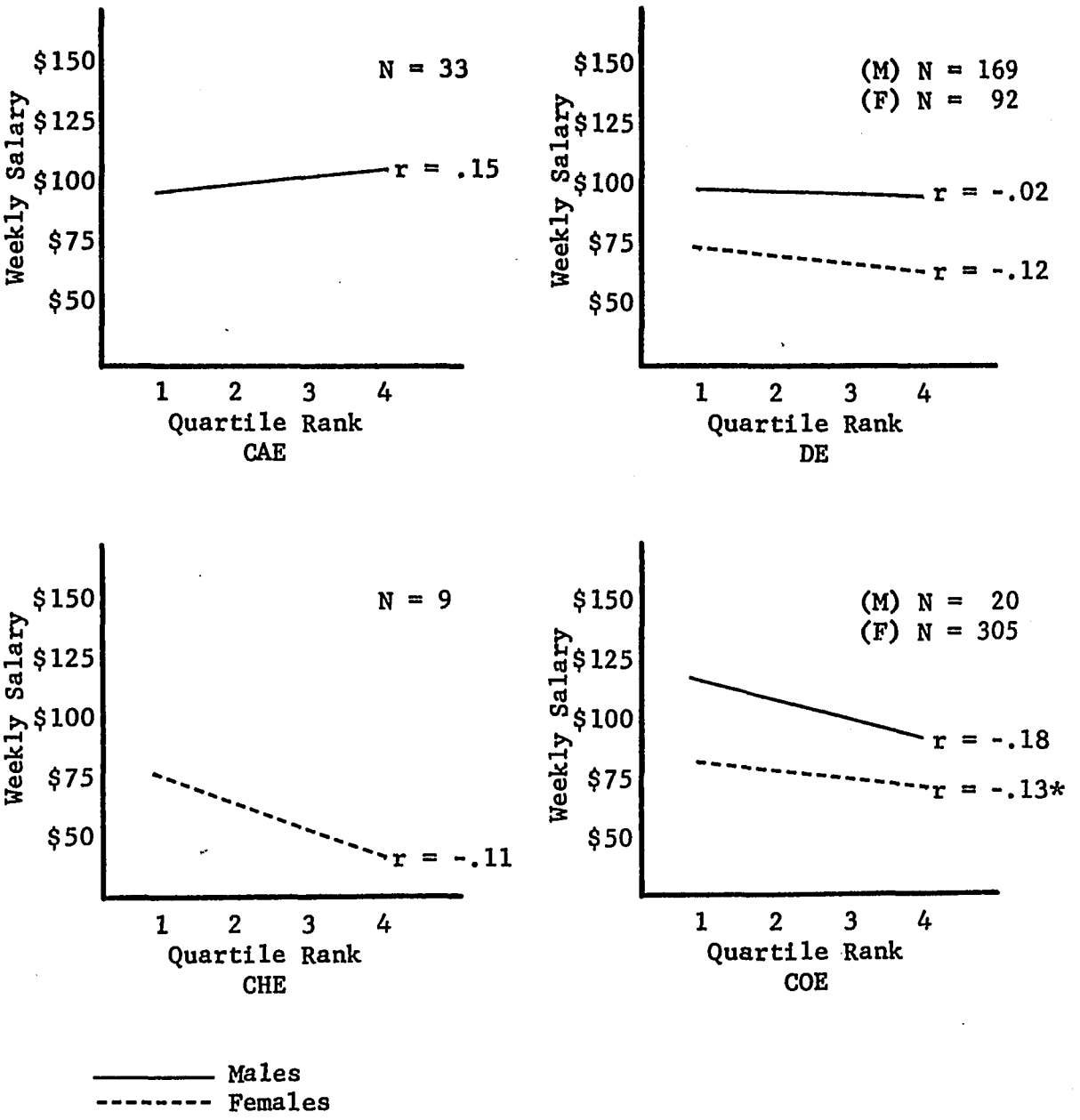


Figure 5. Correlation of Weekly Salary with Academic Quartile Rank

how cooperative trainees moved from the school and into the labor force, respondents were asked how they located their first jobs. Table X shows the responses given.

Largely because so many trainees remained on the job with their cooperative employers after graduation, the cooperative vocational teachers were credited with assistance in locating the first job by approximately six-tenths of the office respondents, one-third of the distributive and home economics trainees, and one-fifth of the agricultural participants, or 41.4 percent of all respondents. Previous studies have shown that teacher-assisted placement is common among vocational programs because of the contacts maintained by the instructors with employers in their particular fields.

Nearly one-fourth of all graduates were assisted in locating their first jobs by friends or relatives. This method was indicated by 39.4 percent of the agricultural trainees, 33.3 percent of the distributive participants, 22.2 percent of the home economics trainees, and 16.5 percent of the office respondents. Other studies have also indicated that friends and relatives are common sources of assistance for locating job opportunities in the local vicinity.

Another one-fourth of all respondents located their first jobs by direct application to the business or firm. Approximately one-third of the agricultural, distributive, and home economics trainees utilized this method while only 17.2 percent of the office trainees obtained their first jobs in this manner.

Job-oriented trainees gave little credit to school counselors for help in job placement, as only nine of the 628 respondents claimed assistance from counselors.

Although it was indicated that very little assistance was obtained from the State Employment Service, private employment agencies, or other sources, it should be noted that these data have reference only to how a job was located and no information is given concerning methods of job search used unsuccessfully.

Significant differences, detected by the chi square test, existing among the four programs and between the two sexes were largely due to the greater proportion of office trainees who received assistance from their teacher-coordinators.

Geographic Mobility

The problem of labor force mobility arises when vocational educators and school planners attempt to determine which job market to prepare students for--local, regional, or national. The decision reached determines, to some extent, the vocational programs to be offered in a given school.

Since vocational programs at the secondary school level are largely under local control, programs are generally offered to meet the needs of the local community with an apparent disregard for job opportunities on a national basis. However, some fields of vocational training do have universal application, while others at least provide certain skills which are useful in many regions of the country.

TABLE X

HOW EMPLOYED PARTICIPANTS LOCATED THEIR FIRST JOBS AFTER HIGH SCHOOL GRADUATION

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
Method Used	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Through cooperative vocational teacher								
Male	7	21.2	28	10.7	-	-	5	1.5
Female	-	-	37	14.2	3	33.3	180	55.4
Through school counselor								
Male	0	0.0	4	1.5	-	-	1	0.3
Female	-	-	2	0.8	0	0.0	2	0.6
Direct application to business or firm								
Male	12	36.4	63	24.0	-	-	6	1.8
Female	-	-	26	10.0	3	33.3	50	15.4
Through a friend or relative								
Male	13	39.4	68	26.0	-	-	7	2.2
Female	-	-	19	7.3	2	22.2	46	14.3
Through private employment agency								
Male	0	0.0	4	1.5	-	-	1	0.3
Female	-	-	2	0.8	0	0.0	14	4.3
Through State Employment Service								
Male	0	0.0	2	0.8	-	-	0	0.0
Female	-	-	2	0.8	0	0.0	4	1.2
Through newspaper advertisement								
Male	1	3.0	0	0.0	-	-	0	0.0
Female	-	-	2	0.8	1	11.1	3	0.9
Other methods								
Male	0	0.0	0	0.0	-	-	0	0.0
Female	-	-	2	0.8	0	0.0	6	1.8
Total	33	100.0	261	100.0	9	100.0	325	100.0

Chi Square (program by method) significant at .01

Chi Square (sex by method) significant at .01

Data gathered in this study, like others reveiwed, indicate that the great majority of vocational education participants pursue jobs very close to home. In fact, 83.9 percent of all respondents were working in their home towns or communities, and 96.2 percent were working within 50 miles from home, one year after graduation.

Agricultural and home economics respondents were employed outside their home towns in significantly greater proportions than were distributive and office education trainees, as seen in Table XI. Of the total 628 participants represented, only 13, or 2.1 percent, were working more than 100 miles from home. Differences existing between sexes in this regard were not significant.

Data from this study, as well as those reported in related literature, seem to indicate that young people tend to be quite reluctant to take advantage of job opportunities which exist outside the home area, a situation to be carefully considered by school officials in planning vocational programs.

Additional Training Received by Participants

To ascertain the extent to which employers of cooperative vocational education trainees provide additional training, participants were asked "Are you considered a trainee in your present position?" If the graduate answered in the affirmative, he was asked to define his status further, i.e., whether he was considered an apprentice, a managerial trainee, a job trainee, or in another category. The responses to this question are listed in Table XII. If the answer was negative, the respondent was then asked if his employer had

TABLE XI

GEOGRAPHIC MOBILITY OF EMPLOYED COOPERATIVE VOCATIONAL EDUCATION PARTICIPANTS

Distance From Home Town to Job	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
In home town								
Male	20	60.6	137	52.5	-	-	14	4.3
Female	-	-	83	31.8	6	66.7	267	82.2
Within 50 miles								
Male	9	27.3	23	8.8	-	-	4	1.2
Female	-	-	7	2.7	3	33.3	31	9.6
51 to 100 miles								
Male	3	9.1	3	1.1	-	-	0	0.0
Female	-	-	0	0.0	0	0.0	3	0.9
101 to 150 miles								
Male	1	3.0	1	0.4	-	-	1	0.3
Female	-	-	0	0.0	0	0.0	0	0.0
151 to 200 miles								
Male	0	0.0	2	0.8	-	-	1	0.3
Female	-	-	1	0.4	0	0.0	2	0.6
200 miles or more								
Male	0	0.0	3	1.1	-	-	0	0.0
Female	-	-	1	0.4	0	0.0	2	0.6
Total	33	100.0	261	100.0	9	100.0	325	100.0

Chi Square (program by distance) significant at .01

Chi Square (sex by distance) not significant

provided on-the-job training and/or formal training, such as short courses, special classes, or service schools, in his present job. These data are presented in Table XIII. Therefore, an affirmative response from a graduate indicating additional training provided by his employer appears only in Table XII or in Table XIII, not in both.

An analysis of data in Table XII reveals that 22.9 percent of all respondents employed full-time considered themselves in a training position one year after high school graduation, although the percentage varied somewhat among programs. Larger proportions of distributive and agricultural respondents were in training positions than were home economics and office trainees. From 10.7 to 12.1 percent of the distributive, home economics, and agricultural participants were in apprenticeship programs, whereas less than one percent of the office trainees were in such positions. Since many distributive and agricultural trainees found employment in trades and industrial jobs where apprenticeship programs are more common, this was not surprising.

An additional 10 percent of the distributive, 6.1 percent of the agricultural, and 0.9 percent of the office education respondents were employed as managerial trainees. The largest group of trainees, however, were job trainees--those completing a training period before employment is considered permanent. In this category were 18.2 percent of the agricultural, 16.1 percent of the distributive, 11.1 percent of the home economics, and 5.8 percent of the office education respondents.

TABLE XII

TRAINING POSITIONS OF EMPLOYED COOPERATIVE VOCATIONAL EDUCATION PARTICIPANTS

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
Training Position	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
None								
Male	21	63.6	85	32.5	-	-	16	4.9
Female	-	-	77	29.5	7	77.8	278	85.6
Apprentice								
Male	4	12.1	28	10.7	-	-	1	0.3
Female	-	-	0	0.0	1	11.1	2	0.6
Managerial Trainee								
Male	2	6.1	24	9.2	-	-	2	0.6
Female	-	-	2	0.8	0	0.0	1	0.3
Job Trainee								
Male	6	18.2	30	11.5	-	-	1	0.3
Female	-	-	12	4.6	1	11.1	18	5.5
Other								
Male	0	0.0	2	0.8	-	-	0	0.0
Female	-	-	1	0.4	0	0.0	6	1.9
Total	33	100.0	261	100.0	9	100.0	325	100.0

In addition to graduates employed in training positions, an examination of data in Table XIII indicates that 43.8 percent of all employed respondents received on-the-job training of varying duration from their employers. From 8.8 to 11.1 percent of the participants of various programs had experienced one week or less of on-the-job training, obviously only an orientation to business procedures followed by the employer. The majority of respondents claimed a training period of one week to one month in duration, with a low of 15.8 percent of the distributive trainees to a high of 33.3 percent of the home economics trainees in this category. Except for participants in home economics programs who received no on-the-job training in excess of one month duration, a surprisingly large number of graduates did experience extensive on-the-job training, ranging from 9.9 percent of the distributive trainees, to 13.9 percent of the office trainees, and up to 15.2 percent of the agricultural education respondents.

None of the cooperative home economics respondents received formal training in the form of special classes, short courses, or service schools. However, approximately one-eighth of the participants in other programs had undergone some type of formal training in addition to on-the-job training.

Since all graduates who had received formal training had also undergone on-the-job training with their employers, by combining data in Tables XII and XIII it can be seen that two-thirds of all employed respondents had received or were engaged in some type of additional training in the jobs they held one year after high school graduation.

TABLE XIII

ON-THE-JOB AND FORMAL TRAINING
PROVIDED BY EMPLOYERS

Training Provided	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
On-the-job training								
None								
Male	18	54.5	125	47.9	-	-	14	4.3
Female	-	-	46	17.6	5	55.6	145	44.6
Less than one week								
Male	3	9.1	7	2.7	-	-	2	0.6
Female	-	-	16	6.1	1	11.1	31	9.5
One week to one month								
Male	7	21.2	21	8.1	-	-	2	0.6
Female	-	-	20	7.7	3	33.3	86	26.5
More than one month								
Male	5	15.2	16	6.1	-	-	2	0.6
Female	-	-	10	3.8	0	0.0	43	13.3
Total	33	100.0	261	100.0	9	100.0	325	100.0
Formal training								
Not provided								
Male	29	87.9	150	57.5	-	-	16	4.9
Female	-	-	78	29.9	9	100.0	261	80.3
Provided								
Male	4	12.1	19	7.3	-	-	4	1.2
Female	-	-	14	5.3	0	0.0	44	13.6
Total	33	100.0	261	100.0	9	100.0	325	100.0

Difficulties Encountered in Adjusting to the Work-World

As a means of determining the importance of specific problem areas which may cause difficulty in making the transition from school to the world of work, cooperative vocational education participants were asked to rate 15 problem areas with respect to the degree of difficulty they had experienced in each. The following rating scale was used to analyze the degree of difficulty respondents indicated in each problem area: 1 - Very difficult; 2 - Somewhat difficult; 3 - Slightly difficult; and 4 - Not difficult.

The analysis of variance statistical procedure was utilized to ascertain whether significant differences existed among ratings made by each of the four vocational program groups, and also between male and female respondents. To test the null hypothesis that no true differences existed among the mean ratings of the groups, the "among means" variance was divided by the "within groups" variance and the significance of the resulting variance (F) ratio was determined. An F-ratio significant at the .05 level of confidence means that not more than five times in 100 trials would a difference of such magnitude appear due to sampling fluctuations if the true difference among means were zero. In using analysis of variance procedures to analyze mean differences obtained from a rating scale, an underlying continuum of the scale is assumed.

Responses of cooperative vocational education participants with reference to difficulties encountered in various problem areas are presented in Table XIV. Mean responses among trainees of the four programs were remarkably similar, with the degree of difficulty

expressed in only two problem areas differing significantly, those being "Basic job skills and techniques" and "Operating machines and equipment." In both cases, office education respondents expressed the least difficulty in these areas, while home economics trainees indicated the greatest amount of difficulty followed by distributive and agricultural participants.

When mean ratings of problem areas expressed by males and females were compared, four areas of significance emerged, with males indicating greater degrees of difficulty in every case. These problem areas were: "Writing job applications," "Business rules and regulations," "Keeping and using business records," and "Preparing reports." In addition, "Business English usage" approached significance, again with males expressing the greatest degree of difficulty. In only one of the 15 problem areas did males indicate less difficulty than females, that being "Satisfying supervisor with volume of work."

Further analysis of data in Table XIV reveals that of all problem areas listed, "Locating suitable job openings" was rated the area of greatest difficulty by respondents of all programs and of both sexes. When one considers the large number of graduates remaining with their cooperative employers who, consequently, had no difficulty in this area, it becomes quite obvious that those who were forced to seek employment elsewhere after graduation did experience rather severe complications. This suggests that vocational teachers should emphasize and strengthen instruction in job location skills.

TABLE XIV

DIFFICULTIES ENCOUNTERED BY COOPERATIVE VOCATIONAL EDUCATION PARTICIPANTS IN ADJUSTING TO THE WORK WORLD

Problem Areas	Mean Rating					Mean Rating			Grand Mean
	CAE	DE	CHE	COE	F-Ratio	Male	Female	F-Ratio	
Locating suitable job openings	2.72	2.97	2.33	3.06	1.43	2.84	3.08	1.92	2.99
Writing job applications	3.56	3.70	3.78	3.77	0.21	3.63	3.78	3.74*	3.73
Job interviews	3.69	3.66	3.67	3.66	0.23	3.64	3.68	1.27	3.66
Basic job skills and techniques	3.38	3.32	3.00	3.63	3.67*	3.30	3.58	2.38	3.48
Operating machines and equipment	3.75	3.56	3.00	3.82	8.29**	3.61	3.74	0.03	3.70
Business rules and regulations	3.88	3.72	4.00	3.86	2.08	3.67	3.87	10.78**	3.80
Getting along with fellow employees	3.91	3.92	4.00	3.92	0.37	3.92	3.92	0.11	3.92
Getting along with supervisor	3.91	3.83	3.89	3.86	0.49	3.83	3.86	0.48	3.85
Following directions of supervisor	3.97	3.92	4.00	3.90	0.59	3.91	3.92	3.30	3.91
Satisfying supervisor with volume of work	3.81	3.83	3.87	3.86	0.18	3.85	3.84	1.57	3.84
Satisfying supervisor with quality of work	3.75	3.84	3.89	3.87	0.41	3.82	3.87	0.17	3.85
Routine business arithmetic	3.77	3.70	3.89	3.80	0.67	3.68	3.80	2.22	3.76
Business English usage (written and oral)	3.81	3.64	3.78	3.62	1.36	3.63	3.64	3.25	3.64
Keeping and using business records	3.59	3.70	3.63	3.80	0.16	3.62	3.82	8.18**	3.75
Preparing reports	3.59	3.66	3.50	3.70	0.21	3.57	3.73	5.79*	3.67

Rating Scale: 1 - Very difficult
2 - Somewhat difficult
3 - Slightly difficult
4 - Not difficult

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

Correlation of Difficulties with Quartile Rank

Data in Table XV reveal that the degree of difficulty expressed in problem areas correlated negatively with academic performance in high school, i.e., greater degrees of difficulty were expressed by those graduates of lower academic standing. The correlation, although slight, was significant in seven of the 15 problem areas listed, those being "Locating suitable job openings," "Writing job applications," "Basic job skills and techniques," "Operating machines and equipment," "Business rules and regulations," "Routine business arithmetic," and "Keeping and using business records."

It should be noted that a significant correlation does not necessarily indicate a cause and effect association between the two factors; only that there is a consistent relationship between the two variables over and above chance fluctuations in sampling.

Job Satisfaction

The satisfaction an individual finds in his work is undoubtedly a result of many interrelated factors. From the standpoint of vocational education's contribution, assistance (guidance) in selecting a field of training, including a realistic assessment of individual capabilities and appropriate opportunities, adequacy of preparation, development of positive work habits and attitudes, and location of a suitable job relevant to the individual's talents, interests, and aspirations, are among the most important.

TABLE XV

CORRELATION OF DEGREE OF DIFFICULTY ENCOUNTERED IN ADJUSTING TO THE WORK WORLD WITH ACADEMIC QUARTILE RANK

Difficulties Encountered	"r" Value
Locating suitable job openings	-.11**
Writing job applications	-.18**
Job interviews	-.08
Basic job skills and techniques	-.18**
Operating machines and equipment	-.20**
Business rules and regulations	-.09*
Getting along with fellow employees	.00
Getting along with supervisor	-.01
Following directions of supervisor	.00
Satisfying supervisor with volume of work done	-.07
Satisfying supervisor with quality of work done	-.06
Routine business arithmetic	-.19**
Business English usage (written and oral)	-.03
Keeping and using business records	-.14**
Preparing reports	-.06

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

To assess the degree of satisfaction graduates found in their jobs, each respondent was asked to rate eight aspects of his employment. In recording and analyzing the responses, a rating scale was arbitrarily assigned as follows: 1 - Very satisfied; 2 - Satisfied; 3 - Dissatisfied; 4 - Very dissatisfied.

The analysis of variance statistical procedure was utilized to determine whether significant differences existed among ratings made by each of the four groups and also between male and female respondents. Mean responses and F-ratios are presented in Table XVI. No significant differences among respondents of the four vocational education programs were detected, indicating remarkable agreement of satisfaction ratings in every listed aspect of the job.

When mean ratings of males and females were compared, three areas of significance were observed, namely "The work they do," "Working conditions," and "Overall job satisfaction." In each case, males expressed more dissatisfaction than females. In fact, in only one aspect of the job, "The promotions available," did males indicate greater satisfaction than females.

Further analysis of data in Table XVI reveals that participants of all programs and that both sexes expressed the greatest satisfaction with "The people with whom they work." Also highly rated were "The supervision they receive" and "The work they do." Agreement was also expressed with the two aspects of the job causing the greatest dissatisfaction, "The promotions available" and "The pay they receive."

Although similar studies have consistently reported dissatisfaction on the part of vocational education participants in the areas

TABLE XVI

JOB SATISFACTION OF PARTICIPANTS

	Mean Rating					Mean Rating			Grand
	CAE	DE	CHE	COE	F-Ratio	Male	Female	F-Ratio	Mean
The people with whom they work	1.47	1.51	1.33	1.44	0.26	1.53	1.44	0.12	1.47
The supervision they receive	1.59	1.63	1.78	1.55	0.56	1.67	1.54	2.76	1.59
The appreciation received for doing a good job	1.94	1.79	1.33	1.71	0.86	1.87	1.68	1.52	1.75
The work they do	1.75	1.67	1.78	1.50	0.32	1.75	1.50	4.82*	1.59
The promotions available	2.13	2.17	2.33	2.24	0.15	2.16	2.23	0.16	2.21
The pay they receive	2.22	2.22	2.67	2.18	0.66	2.25	2.19	0.05	2.21
Working conditions	2.00	1.83	2.33	1.64	1.73	1.93	1.65	4.17*	1.75
Overall job satisfaction	1.84	1.76	2.11	1.64	1.27	1.83	1.64	4.29*	1.71

Rating Scale:
1 - Very satisfied
2 - Satisfied
3 - Dissatisfied
4 - Very dissatisfied

*Significant at the .05 level of confidence

of pay and promotional opportunities, one would wonder if any group of employees, including professionals, would respond differently. Vocational education graduates are probably not at all unique in this respect. In any case, with the exception of these two aspects, graduates responding to this study were, on the whole, quite satisfied with the jobs they held.

Correlation of Job Satisfaction with Quartile Rank and Salary

To determine the relationship of job satisfaction ratings of respondents with academic performance and salary, the coefficient of correlation statistical procedure was utilized. Results of these tests are presented in Table XVII. Although the correlation between satisfaction ratings and academic quartile rank was very low, a significant "r" value was observed in four areas: "The people with whom they work," "The work they do," "Working conditions," and "Overall job satisfaction." Graduates of lower academic standing expressed less satisfaction in these aspects of the job than did their classmates who performed at higher academic levels.

Correlation of weekly salaries with job satisfaction ratings was essentially nonexistent with the exception of two areas in which significant relationships were detected, "The promotions available" and "The pay they receive." As would be expected, less satisfaction was indicated by graduates receiving lower weekly salaries.

TABLE XVII

CORRELATION OF JOB CONDITION SATISFACTION WITH ACADEMIC QUARTILE RANK AND SALARY

Job Conditions	Quartile Rank "r" Value	Weekly Salary "r" Value
The people with whom they work	.09*	.04
The supervision they receive	.04	.03
The appreciation received for doing a good job	.07	-.01
The work they do	.12 **	.04
The promotions available	.00	-.21 **
The pay they receive	.05	-.30 **
Working conditions	.11 **	.04
Overall job satisfaction	.10 **	-.05

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

Respondents' Opinions of Job Preparation

High school graduates who participated in this study were requested to express their opinions regarding the degree to which their high school cooperative vocational training prepared them for their jobs. The responses are categorized in Table XVIII.

Although no significant difference in mean ratings among programs was found when the analysis of variance statistical test was applied, office education respondents expressed a higher opinion of their job preparation than did trainees of other programs. If one recalls that 89.9 percent of the office trainees were employed in their field of occupational preparation compared to a maximum of 48.7 percent of those in other programs (Table V), the more favorable opinion of office trainees is understandable. When the analysis of variance test was used to compare mean ratings by graduates whose jobs were in their fields of occupational training with those who were working outside their training fields, a highly significant difference was observed, i.e., those who were employed in their training fields rated their job preparation more favorably. The F-ratio when mean ratings between sexes were compared was not significant at the .05 level of confidence.

In general, graduates held a favorable opinion of their cooperative vocational education training, with 87.8 percent responding that they were well prepared or exceptionally well prepared for their jobs.

TABLE XVIII

PARTICIPANT EVALUATION OF JOB PREPARATION

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
Opinion	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Exceptionally well prepared	6	18.8	56	21.8	1	11.1	144	44.6
Well prepared	19	59.4	154	59.9	7	77.8	158	48.9
Poorly prepared	7	21.8	47	18.3	1	11.1	21	6.5
Total	32	100.0	257	100.0	9	100.0	323	100.0
Mean rating	2.03		1.97		2.00		1.62	

Rating Scale: 1 - Exceptionally well prepared
2 - Well prepared
3 - Poorly prepared

F-Ratio 0.87, not significant

Correlation of Job Preparation Opinion with Quartile Rank and Salary

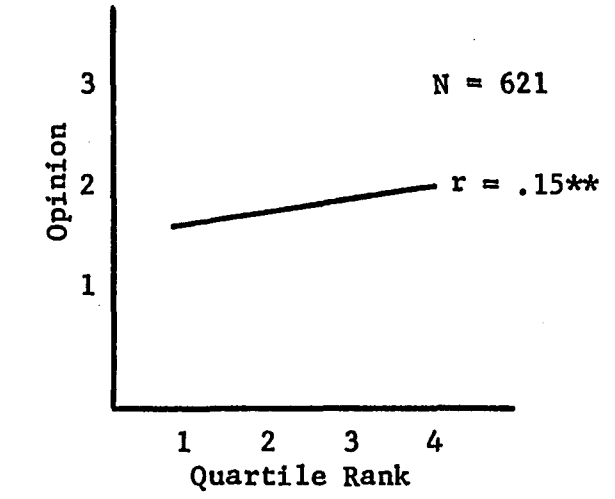
A significant relationship was found between the graduate's views of his job preparation and his academic quartile rank when the coefficient of correlation statistical test was applied, as can be observed in Figure 6. The lower the academic quartile rank of the graduate, the less favorable opinion he held of his job preparation.

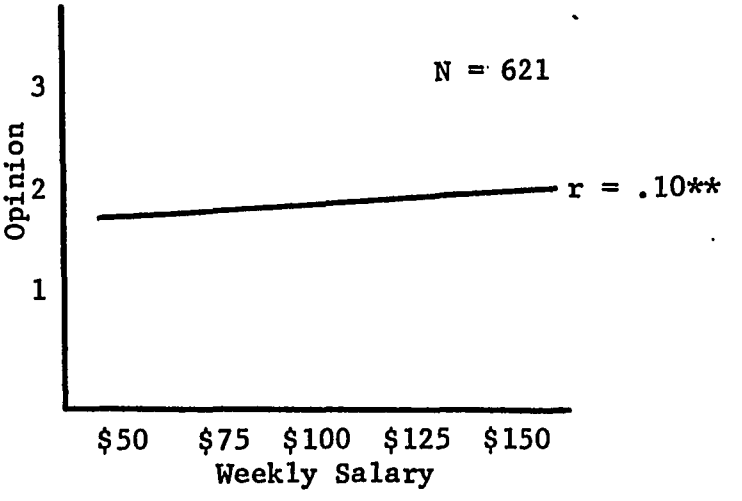
A related finding, but of less magnitude, was the significant association between the graduate's opinion of his job preparation and his weekly salary. It was noted that respondents reporting weekly salaries in the low range also indicated a less favorable attitude about job preparation.

Although both variables, academic standing and weekly salary, apparently have some influence on the graduate's opinion of his job preparation, the "r" values obtained would suggest that academic performance exerts the greatest effect.

Evening Course Interest

Even though many employed respondents had received or were receiving additional training from their employers, a sizable portion stated they would attend evening courses which could improve their job skills if such courses were offered in their local high schools. Percentages ranged from 26.7 percent of the office education trainees to more than half of the agricultural participants, as seen in Table XIX. A larger group, from one-third of the agricultural trainees to approximately half the trainees of other programs,





Opinion Rating:
1. Exceptionally well prepared
2. Well prepared
3. Poorly prepared

** Significant at the .01 level of confidence

Figure 6. Correlation of Participant's Opinion of His High School Preparation for His Job with Academic Quartile Rank and with Weekly Salary

were undecided--they might attend evening classes depending on the courses offered. Less than one-fourth of the respondents of all programs stated they definitely would not attend evening classes.

Graduates who evidenced an interest in attending evening classes were asked to indicate the specific types of training preferred. Responses were summarized and are presented in Appendix I. An interesting observation is that many distributive and agricultural respondents indicating interest in evening courses were most interested in trades and industrial subjects while, in general, office education trainees preferred additional training in their own field.

The implications of these findings are clear--there is definitely a demand for post-high school training in subjects relevant to the needs of young workers, a demand to which high school administrators and teachers should respond.

Post-High School Institutions Attended

Results of this study, like many of those reported in the review of related literature, indicate that a large number of cooperative vocational education participants go on to further schooling rather than directly into full-time work. As seen in Table XX, only 10.6 percent of the cooperative agricultural education trainees were attending some type of post-high school institution, but from 25.0 to 33.4 percent of the participants of other programs were. Of all graduates responding to the questionnaire, 30.6 percent

TABLE XIX

INTEREST OF PARTICIPANTS IN ATTENDING EVENING COURSES TO IMPROVE JOB SKILLS

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Would attend evening course								
Male	17	51.5	47	18.0	-	-	5	1.5
Female	-	-	26	10.0	3	33.3	82	25.2
Would not attend evening course								
Male	5	15.2	41	15.7	-	-	5	1.5
Female	-	-	23	8.8	1	11.1	71	21.9
Undecided								
Male	11	33.3	81	31.1	-	-	10	3.1
Female	-	-	43	16.4	5	55.6	152	46.8
Total	33	100.0	261	100.0	9	100.0	325	100.0

Chi Square (sex by response) not significant

Chi Square (program by response) not significant

were attending school or college one year after high school graduation, a percentage that approaches the state average for all high school graduates.

Approximately three of every four respondents attending a post-high school institution were enrolled in either a two-year or a four-year college or university, the four-year institution attracting the preponderance of respondents. Private business schools were attended by 13.1 percent of the distributive and 9.2 percent of the office education trainees, somewhat more than were attracted by trade or technical schools. It is interesting, and perhaps somewhat disturbing, to note that of the 32 respondents attending a trade or technical school only 6 were males. One would surmise that with the large number of agricultural and male distributive participants employed in trades and industrial jobs and expressing interest in additional evening course training in those areas of employment, many would be attending trade or technical schools. Obviously this is not the route they prefer to take.

Although the chi square test detected no significant differences among respondents of the four programs, a highly significant difference was found with respect to post-high school institutions attended between male and female respondents. This difference was primarily due to the smaller proportion of males attending four-year colleges and trade or technical schools.

TABLE XX

POST-HIGH SCHOOL INSTITUTIONS ATTENDED BY PARTICIPANTS

Institution Attended	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Four-year college or university								
Male	2	50.0	76	41.3	-	-	16	9.1
Female	-	-	42	22.8	5	83.3	106	60.2
Two-year college								
Male	1	25.0	18	9.7	-	-	7	4.0
Female	-	-	7	3.8	0	0.0	8	4.5
Private business school								
Male	0	0.0	18	9.8	-	-	3	1.7
Female	-	-	6	3.3	0	0.0	15	8.5
Trade or technical school								
Male	1	25.0	4	2.2	-	-	1	0.6
Female	-	-	11	6.0	1	16.7	13	7.4
Other								
Male	0	0.0	0	0.0	-	-	1	0.6
Female	-	-	2	1.1	0	0.0	6	3.4
Total	4	100.0	184	100.0	6	100.0	176	100.0
Percent of Total Respondents	10.6		33.4		25.0		30.0	

Chi Square (program by institution) not significant

Chi Square (sex by institution) significant at .01

Relationship of Post-High School to High School Program

The degree to which cooperative program participants concentrate their post-high school education in curricula related to their high school occupational training fields may also serve to indicate the effectiveness of cooperative programs. Data in Table XXI indicate that the proportion of graduates pursuing post-high school curricula directly or indirectly related to their high school cooperative program was greatest among agricultural trainees (75 percent), followed by home economics (66.6 percent), office (62.5 percent), and distributive trainees (45.6 percent). Of all respondents attending school or college, 54.3 percent were continuing their educations in curricula related to their high school cooperative programs. The chi square test detected highly significant differences among respondents of the four programs and also between the two sexes with regard to the relationship between high school and post-high school programs. These differences were due primarily to the larger proportion of agricultural and office trainees in directly related programs and the larger proportion of females in directly related programs.

Employment of Participants Attending School

Data in Table XXII show that of the cooperative trainees attending school or college, nearly half were also working full or part-time. Of the group, 100 percent of the agricultural respondents were employed, whereas 48.9 percent of the distributive, none of the home economics, and 46.0 percent of the office trainees were working

TABLE XXI

RELATIONSHIP OF POST-HIGH SCHOOL EDUCATION TO HIGH SCHOOL COOPERATIVE PROGRAM

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
Relationship	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Directly related								
Male	2	50.0	31	16.8	-	-	13	7.4
Female	-	-	17	9.2	1	16.7	85	48.3
Indirectly related								
Male	1	25.0	23	12.5	-	-	5	2.8
Female	-	-	13	7.1	3	50.0	7	4.0
Not related								
Male	1	25.0	62	33.7	-	-	10	5.7
Female	-	-	38	20.7	2	33.3	56	31.8
Total	4	100.0	184	100.0	6	100.0	176	100.0

Chi Square (program by relationship) significant at .01

Chi Square (sex by relationship) significant at .01

TABLE XXII

EMPLOYMENT STATUS OF PARTICIPANTS ATTENDING POST-HIGH SCHOOL INSTITUTIONS

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
Work Status	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Working full-time								
Field of work:								
Agricultural	0	0.0	1	0.5	0	0.0	0	0.0
Distribution	1	25.0	13	7.1	0	0.0	1	0.6
Home Economics	0	0.0	1	0.5	0	0.0	0	0.0
Office	0	0.0	4	2.2	0	0.0	10	5.7
Trades or Ind.	0	0.0	8	4.4	0	0.0	4	2.3
Other	1	25.0	3	1.6	0	0.0	1	0.6
Total	2	50.0	30	16.3	0	0.0	16	9.2
Working part-time								
Field of work:								
Agricultural	1	25.0	1	0.5	0	0.0	1	0.6
Distribution	0	0.0	40	21.7	0	0.0	10	5.7
Home Economics	0	0.0	0	0.0	0	0.0	2	1.1
Office	0	0.0	3	1.6	0	0.0	46	26.0
Trades or Ind.	1	25.0	8	4.4	0	0.0	0	0.0
Other	0	0.0	8	4.4	0	0.0	6	3.4
Total	2	50.0	60	32.6	0	0.0	65	36.8
Not working	0	0.0	94	51.1	6	100.0	95	54.0
Total	4	100.0	184	100.0	6	100.0	176	100.0
Percent of those attending school and employed who work in their cooperative training field	25.0		50.9		0.0		69.1	

while attending a post-high school institution. Of those participants who were attending school and also employed full or part-time, 69.1 percent of the office, 50.9 percent of the distributive, and 25.0 percent of the agricultural trainees were working in jobs related to their high school cooperative training fields.

Unemployed Participants

The frustration of unemployment of high school graduates could conceivably give rise to a great deal of bitterness and animosity toward the school for its failure--real or imaginary--to prepare them sufficiently to enter the world of work. However, when unemployed cooperative vocational education participants were asked "What do you consider the reason for your present unemployment?" only six of the 155 unemployed trainees (which includes 126 housewives not otherwise employed) placed the blame on inadequate high school training, as seen in Table XXIII. Marriage, of course, was given as a major reason for not working by females, accounting for 71 of the 155 unemployed respondents. Of the remainder, 13 were not looking for work; 14 gave personal reasons such as illness or family problems as the cause of unemployment; 9 gave other reasons such as recently completing an advanced training course, a recent move, or temporary unemployment between jobs; and 42, or 27.1 percent, claimed they were unemployed because there was no job available. This reason was given by the single unemployed agricultural trainee; by 12 of the 62 distributive trainees; by 4 of the 9 home economics trainees; and by 25 of the 83 office education trainees who were unemployed.

TABLE XXIII

REASON FOR UNEMPLOYMENT

Reason	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Not looking for a job								
Male	0	0.0	3	4.8	-	-	0	0.0
Female	-	-	3	4.8	1	11.1	6	7.3
No job available								
Male	1	100.0	4	6.5	-	-	0	0.0
Female	-	-	8	12.9	4	44.5	25	30.1
High school training not adequate								
Male	0	0.0	0	0.0	-	-	0	0.0
Female	-	-	2	3.2	1	11.1	3	3.6
Marriage								
Male	-	-	-	-	-	-	-	-
Female	-	-	27	43.6	2	22.2	42	50.6
Personal reasons								
Male	0	0.0	5	8.1	-	-	0	0.0
Female	-	-	4	6.5	1	11.1	4	4.8
Other reasons								
Male	0	0.0	3	4.8	-	-	0	0.0
Female	-	-	3	4.8	0	0.0	3	3.6
Total	1	100.0	62[1]	100.0	9[2]	100.0	83[3]	100.0

[1]Includes 34 housewives not employed otherwise

[2]Includes 3 housewives not employed otherwise

[3]Includes 59 housewives not employed otherwise

Based on several comments offered, the extent to which graduates in this category had searched for employment outside their hometowns or communities was questionable.

Jobs Held by Unemployed Trainees

An analysis of data in Table XXIV reveals that 112 of the 155 respondents who were unemployed at the time of this survey, or 72.3 percent, had been employed at some time during the year since high school graduation. Of those who had held jobs, more than half had worked in positions related to their cooperative training programs.

Plans of Unemployed Graduates

When unemployed trainees were asked what their plans were with respect to employment, nearly half the housewives indicated that they were not content to remain simply as full-time housewives. Aside from those who planned to remain as full-time homemakers, the majority of unemployed respondents said they would continue to seek employment. Twenty three respondents indicated plans to attend a trade or technical school or a college. Another 13 said they had no plans at all, and one individual said he planned to join the military service. These data can be observed in Table XXV.

In studying the responses of unemployed graduates, the hypothesis might be advanced that a small group exists who are either incapable of holding a job, lack self-confidence, or simply prefer and are allowed to remain at home. To suggest that vocational teachers followup their former students periodically and make every

TABLE XXIV

EMPLOYMENT EXPERIENCES OF CURRENTLY UNEMPLOYED PARTICIPANTS

	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Months of employment since high school graduation:								
0								
Male	0	0.0	3	4.8	-		0	0.0
Female	-	-	12	19.4	4	44.5	24	28.9
1 to 3								
Male	0	0.0	3	4.8	-	-	0	0.0
Female	-	-	13	21.0	1	11.1	14	16.9
4 to 6								
Male	1	100.0	2	3.2	-	-	0	0.0
Female	-	-	9	14.5	3	33.3	22	26.5
7 to 9								
Male	0	0.0	4	6.5	-	-	0	0.0
Female	-	-	7	11.3	1	11.1	11	13.2
10 to 12								
Male	0	0.0	3	4.8	-	-	0	0.0
Female	-	-	6	9.7	0	0.0	12	14.5
Total	1	100.0	62[1]	100.0	9[2]	100.0	83[3]	100.0
Relationship of employment to high school training:								
Related								
Male	1	100.0	5	8.8	-	-	0	0.0
Female	-	-	26	45.6	2	40.0	47	79.6
Not related								
Male	0	0.0	7	12.3	-	-	0	0.0
Female	-	-	19	33.3	3	60.0	12	20.4
Total	1	100.0	62[1]	100.0	9[2]	100.0	83[3]	100.0

[1]Includes 34 housewives not employed otherwise

[2]Includes 3 housewives not employed otherwise

[3]Includes 59 housewives not employed otherwise

TABLE XXV

PLANS OF UNEMPLOYED PARTICIPANTS

Plans	Field of Cooperative Training							
	CAE		DE		CHE		COE	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Seek employment								
Male	1	100.0	8	12.9	-	-	0	0.0
Female	-	-	18	29.0	4	44.5	41	49.4
Enroll in trade or technical school								
Male	0	0.0	2	3.2	-	-	0	0.0
Female	-	-	4	6.5	2	22.2	4	4.8
Enroll in college								
Male	0	0.0	3	4.8	-	-	0	0.0
Female	-	-	2	3.2	3	33.3	3	3.6
Remain a housewife								
Male	-	-	-	-	-	-	-	-
Female	-	-	19	30.7	0	0.0	27	32.5
Join military service								
Male	0	0.0	1	1.6	-	-	0	0.0
Female	-	-	0	0.0	0	0.0	0	0.0
Have no plans								
Male	0	0.0	1	1.6	-	-	0	0.0
Female	-	-	4	6.5	0	0.0	8	9.7
Total	1	100.0	62[1]	100.0	9[2]	100.0	83[3]	100.0

[1]Includes 34 housewives not employed otherwise

[2]Includes 3 housewives not employed otherwise

[3]Includes 59 housewives not employed otherwise

effort to place them in suitable jobs may be presumptuous and unrealistic. Hopefully, graduates having employment difficulties would feel free to seek help from their former teachers and counselors, however, and that assistance, if possible, would be forthcoming.

Comments and Suggestions from Participants

Cooperative vocational education participants responding to this study were given the opportunity and were encouraged to offer any comments they might have regarding their cooperative vocational education program or to make suggestions for improving it. Comments and suggestions made by respondents can be found in Appendix J.

Graduates were quite frank in assessing the virtues and faults of their particular program. Although comments primarily from those who were unhappy with their school or post-high school experiences might be expected, the majority of remarks were made in a constructive manner and provide a great deal of insight into problems and shortcomings of cooperative programs as perceived by graduates.

Respondents of various programs agreed that no student should have his cooperative work experience in the school itself (". . . The job I was given was not a job COE students should have. I worked in the school library. . . ."), nor should the student work in a business owned or operated by his parents ("My advice would be for no student to work for his or her parents.") Also common were requests for school assistance in job placement after graduation, and the feeling

that related instruction should be geared more to the individual student and his job rather than the textbook approach apparently taken by many instructors. Graduates were not hesitant to criticize poorly prepared or incompetent teachers and ineffective teaching methods, nor did they refrain from expressing their appreciation and thanks to those whom they felt had prepared them adequately for the world of work.

Cooperative Agricultural Education. Most agricultural respondents were obviously well satisfied with their training ("I am well satisfied with the training I received in this program."), although several suggested that more effort be made to place trainees in suitable jobs after graduation ("More help needed in job placement.") Several graduates would have preferred trade and industrial education courses (plumbing, electrical, and auto body work) had they been available in their schools.

Distributive Education. Distributive education participants, in general, were much more critical of their teachers and their training than were respondents of other programs ("They could try to teach the students something of use."), although a few graduates were extremely complimentary ("We had the best teacher.") A great many graduates expressed the need for a wider selection of vocational courses in high school, particularly for courses in trade and industrial education. Many graduates were also critical of excessive out-of-date textbook study unrelated to their problems and needs on the job ("I found my textbook the biggest waste of time and tax money--it didn't help me at all in my job.") The suggestion that

the school provide help in finding suitable jobs after graduation was again observed ("Help in finding suitable jobs after graduation.")

Cooperative Home Economics. Cooperative home economics respondents of one school (only two schools had programs in 1970-71) were disappointed with the job opportunities available to them for cooperative work experience ("The class of 1971 had no real opportunities offered to them accept (sic) verbal opportunities and a few things within the school."), and were critical of their teacher's efforts in this respect ("I don't think that the jobs were very well lined up before the beginning in our working school year . . . because the teacher had to attend a summer class at LSU and therefore didn't take enough of her time to look.") Respondents also expressed the need for job placement assistance after graduation.

Cooperative Office Education. Three currents of thought were prevalent in comments made by office education respondents. First, they were generally well satisfied with their training and experiences ("It couldn't have been more helpful than it was.") and appreciated the efforts of their schools and their teachers. Very few were critical of their teachers or the office education program. Second, a need for more extensive training on office machines, particularly more modern machines than were available in the schools, was felt by participants ("More training in all machines.") And third, respondents expressed the desire for more individualized classroom instruction pertaining to their particular jobs rather than textbook instruction ("Help each individual student to his or her particular field and not just in general.") Office education participants apparently felt

little need for additional school assistance in locating jobs after graduation, perhaps because so many of them remained with their cooperative employers and were not required to locate their own jobs.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary objective of this study was to determine the extent to which Louisiana high school graduates who had participated in cooperative vocational education programs found and entered jobs in fields in which they were trained. It was also concerned with problems these graduates encountered during their first year out of high school and the degree of satisfaction they found in their work.

The descriptive method of research using the inquiry form technique was utilized in this study. Information was obtained from 1,207 cooperative vocational education trainees one year after high school graduation, and included participants of agricultural, distributive, home economics, and office education programs.

Statistical procedures used for analyzing data were number and percent distributions, and the chi square, analysis of variance, and coefficient of correlation statistical tests. Null hypotheses were tested and were accepted or rejected at the .05 level of confidence.

Findings of the study are summarized as follows:

1. Cooperative vocational education participants achieved as well or better than other graduates in their schools, with 56.5

percent in the upper half of their graduating classes. Nearly three-fourths of the home economics and office education trainees were in the upper 50 percent of their graduating classes, whereas only one-third of the agricultural and nearly one-half of the distributive participants were in that category.

2. More than 52 percent of the respondents were employed full-time one year after high school graduation. Another 13 percent were employed part-time; 8 percent were housewives not otherwise employed; 5.7 percent were in military service; and 4.9 percent were unemployed. Slightly more than 30 percent of the respondents were attending some type of post-high school institution. At the time of this study, 5.9 percent of the nation's labor force was unemployed, with 15.8 percent unemployment among youth in the 18 and 19 year age group.

3. Over 68 percent of the employed respondents had obtained their first full-time jobs within one month after high school graduation. By the end of summer, nearly 80 percent were working full-time. A positive but negligible correlation was found between elapsed time from graduation to the first full-time job and the participant's academic performance in high school.

4. Percentages of graduates employed in their occupational training fields ranged as follows: agricultural, 21.2 percent; home economics, 44.5 percent; distributive, 48.7 percent; and office, 89.9 percent. The major cases of occupational switching were made by male agricultural and distributive participants who

became trade and industrial workers, and by female distributive and home economics trainees who became office workers.

5. Approximately three-fourths of the distributive and office trainees, and approximately one-half of the agricultural and home economics trainees had worked for their cooperative employers since high school graduation. With the exception of agricultural trainees, about four of every ten employed respondents were still working for their cooperative employers a year after graduation.

6. Nearly two-thirds of the employed respondents had remained with a single job during the first year out of high school. An additional 29 percent had held two jobs, and only 5.1 percent had held more than two jobs during the year. The major reason given for leaving the first job was that a better job had been found.

7. Salaries received by agricultural and distributive respondents were significantly higher than those received by home economics and office respondents. Males received significantly higher weekly salaries than females. The relationship between weekly salary and academic performance in high school was very slight.

8. Vocational teachers were credited with assistance in locating the first job after high school graduation by 41.4 percent of the respondents. Approximately one-fourth were assisted by friends or relatives; another fourth located their jobs by direct application to the business or firm; and 1.4 percent were assisted by school guidance counselors.

9. Nearly 84 percent of the respondents were working in their home towns or communities, with 96.2 percent employed within

50 miles of their home towns. Significantly more agricultural and home economics respondents were employed outside their home towns than were participants of distributive and office programs.

10. Two-thirds of the employed respondents had received or were receiving some type of additional training in jobs they held a year after graduation from high school.

11. "Locating suitable job openings" was rated the problem area of greatest difficulty by respondents of all programs and by both sexes. Significant differences were detected in ratings made by participants of the four programs in the areas of "Operating machines and equipment" and "Basic job skills and techniques," with office trainees expressing the least difficulty and home economics trainees indicating the greatest difficulty in both areas. In only one of the 15 problem areas listed did males indicate less difficulty than females, that being "Satisfying supervisor with volume of work."

Degree of difficulty expressed in problem areas correlated negatively with academic performance in high school. This correlation was significant in seven of the fifteen areas.

12. Respondents, in general, expressed the greatest satisfaction with people they worked with and the work they did, and the least satisfaction with promotion opportunities and the pay they received. Only in the area of promotions did males indicate greater satisfaction than females. Academic quartile rank had a negligible correlation on job satisfaction ratings, while weekly salary correlated significantly with satisfaction ratings of promotions and pay.

13. Respondents held favorable opinions of their high school vocational training, with 87.8 percent indicating that they were well prepared or exceptionally well prepared for their jobs. A significant correlation was found between the respondent's opinion of his job preparation and his academic quartile rank. A significant correlation was also found between job preparation rating and the respondent's weekly salary.

14. Nearly one-third of the employed respondents claimed they would attend evening courses which could improve their job skills, if offered in their local high schools. Many distributive and agricultural respondents indicated interest in trade and industrial training while office education respondents, in general, preferred training in their own field.

15. Of all respondents, 30.6 percent were attending some type of post-high school institution. More than half the trainees attending school or college were enrolled in curricula related to their high school vocational training programs, and nearly half were employed on a full-time or part-time basis while in school.

16. Marriage was given as the major reason for unemployment by females. Aside from marriage, 27.1 percent of the unemployed respondents claimed they were not working because of lack of job availability. Of those unemployed at the time of this study, 72.3 percent had been employed at some time during the year since high school graduation, generally in jobs related to their cooperative training field. Other than those who planned to remain as full-time

housewives, the majority of unemployed respondents said they would continue to seek employment.

17. In their comments and suggestions, respondents generally agreed that the school should provide more assistance in job placement of graduates, that more individualized instruction should be given in school pertaining to the trainee's particular job, and that a need exists for a wider selection of vocational courses in high school, particularly in trade and industrial education.

Conclusions

From analysis of information received from 1,207 cooperative vocational education trainees who graduated from Louisiana high schools in 1971, the following conclusions were drawn:

1. Cooperative vocational education programs are serving students across the entire range of academic achievement. Office trainees, in particular, are superior students.

2. Cooperative trainees find and enter jobs soon after high school graduation, often with their cooperative program employers, primarily within their hometowns or communities, and generally in the field in which they received training.

3. Employers who help train cooperative participants benefit from the program by retaining many trainees as full-time employees after high school graduation.

4. Salaries received by cooperative trainees vary widely both within and among programs. In general, males receive higher weekly salaries than do females.

5. Although many methods are utilized by cooperative trainees in locating jobs, most are informal. Locating suitable job openings is the problem area of greatest difficulty faced by participants during their first year out of high school.

6. Cooperative trainees are generally satisfied with all aspects of their jobs with the exception of pay and opportunities for promotion.

7. Cooperative participants hold favorable opinions of their high school vocational training.

8. Participation in a cooperative vocational education program does not prevent trainees from furthering their educations in post-high school institutions.

9. Broad programs in trade and industrial education are needed in Louisiana high schools.

Recommendations

This study was designed to investigate employment experiences of cooperative vocational education program participants during their first year after high school graduation.

Analysis of the responses of the four cooperative program groups, as well as their comments, reveals many suggestions for program improvement of which the most significant are condensed and presented in the form of recommendations. These were further supported by the review of related literature, and the background and experience of the author.

It is realized that the perplexity of developing and revising curricular offerings in any given school is an individual and distinct problem fraught with difficulty as well as promise. However, it is believed that these recommendations, if followed, will help adjust high school programs to more nearly meet the needs of students and, ultimately, will strengthen the position of the secondary school in Louisiana. With these ideas in mind, the following recommendations are presented:

1. Related instruction in the cooperative vocational education program should be planned around individual jobs and needs of students. Each job area should be analyzed to determine related instruction necessary for the most efficient development of occupational competence. Related instruction should deal with cognitive, affective, and psychomotor skill development.

2. Efforts should be made to include greater numbers of the less academically talented students in cooperative programs, particularly by home economics and office education coordinators. An examination of opportunities existing in the community may unearth appropriate jobs for students in this category, students who will be among the first to seek employment upon graduation from high school.

3. The high school should assume greater responsibility for guiding students into appropriate career decisions, training them to the extent possible, and placing them in suitable entry-level jobs. These functions should receive the same attention as academic guidance, training, and placement of students in institutions of

higher learning. Cooperation between businesses and the school in placement of graduates could be mutually beneficial.

4. Additional effort should be made in teaching job location skills, including sources of occupational information, completing job applications, and conduct in job interviews.

5. Broad programs in trade and industrial education should be initiated in many high schools. The cooperative plan of instruction could enable secondary schools to offer training in a wide range of occupations for which school laboratory instruction cannot be provided due to expense or complexity of equipment or to the small numbers of students interested in specific trades.

6. Since education for occupational competency is a life-long process, high schools should be instrumental in providing a range of vocational education opportunities for adults of the community. An analysis of people in the community and their occupational needs would offer insight for development of programs.

7. In that cooperative vocational education should be based on the needs of the society it serves, it is recommended that additional studies be made involving both program participants and their employers in an effort to provide data that may be used to further improve program effectiveness.

8. It is recommended that vocational teacher education departments and state supervisory personnel constantly evaluate and update preservice and inservice teacher training programs. Teachers should take advantage of inservice programs so that they, themselves, might remain occupationally and professionally competent.

SELECTED BIBLIOGRAPHY

BOOKS

1. Calhoun, Calfrey C. and Alton V. Finch. "Government Sponsored Programs," National Business Education Yearbook Number 8, ed. Ray G. Price, et al. Washington: National Business Education Association, 1970.

2. Campbell, William G. Form and Style in Thesis Writing. Boston: Houghton Mifflin Company, 1969.

3. Crumley, Marguerite. "Cooperative Part-Time Programs: Weaknesses of the Past and Present," National Business Education Yearbook Number 6, ed. J. Curtis Hall, et al. Washington: National Business Education Association, 1968.

4. Dannenburg, Raymond A. "Vocational Education for Sales and Related Occupations: Strengths of the Past and Present," National Business Education Yearbook Number 6, ed. J. Curtis Hall, et al. Washington: National Business Education Association, 1968.

5. Evans, Rupert N. "Cooperative Programs: Advantages, Disadvantages, and Development," Contemporary Concepts in Vocational Education, ed. Gordon F. Law. Washington: American Vocational Association, 1971.

6. Gardner, John W. From High School to Job. New York: Carnegie Corporation, 1960.

7. Garrett, Henry E. and R. S. Woodworth. Statistics in Psychology and Education. New York: David McKay Company, Inc., 1966.

8. Good, Carter V. and Douglas E. Scates. Methods of Research. New York: Appleton-Century-Crofts, 1954.

9. Hatcher, Hazel M. and Mildred E. Andrews. The Teaching of Home Economics. Boston: Houghton Mifflin Company, 1963.

10. Hill, David Spence. Introduction to Vocational Education. New York: The Macmillan Company, 1924.

11. Huffman, Harry, et al. "Evaluation Responsibilities," National Business Education Yearbook Number 7, ed. Harry Huffman, et al. Washington: National Business Education Association, 1969.

12. Li, Jerome C. R. Statistical Inference. Ann Arbor: Edwards Brothers, Inc., 1964.

13. Mason, Ralph E. Methods in Distributive Education. Danville: The Interstate Printers and Publishers, 1964.

14. Mason, Ralph E. and Peter G. Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville: The Interstate Printers and Publishers, 1965.

15. Phipps, Lloyd J. Handbook on Agricultural Education in Public Schools. Danville: The Interstate Printers and Publishers, 1965.

16. Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Book Company, 1956.

17. Smutz, Frances. "Cooperative Work Programs for Secondary School Students," National Business Education Yearbook Number 5, ed. Dorothy L. Travis and Lorraine Missling. Washington: National Business Education Association, 1967.

18. Williams, J. Earl. "Research Implications of Vocational Education for the Disadvantaged," Contemporary Concepts in Vocational Education, ed. Gordon F. Law. Washington: American Vocational Association, 1971.

19. Williamson, Maude and Mary S. Lyle. Homemaking Education in the High School. New York: Appleton-Century-Crofts, 1961.

20. Wykle, James H. "Objectives and Directions as a Result of Existing Vocational Legislation," National Business Education Yearbook Number 7, ed. Harry Huffman, et al. Washington: National Business Education Association, 1969.

PUBLICATIONS

21. Bailey, Lena C. Review and Synthesis of Research on Consumer and Homemaking Education, Information Series No. 33. ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, Columbus, April, 1971.

22. Berkey, Arthur L., et al. The Relevance of Secondary Occupational Training in Agriculture to Occupational Patterns. Cornell University, Ithaca, June, 1969.

23. The Center for Vocational and Technical Education. Evaluation and Program Planning in Agricultural Education. A Report of a National Seminar, The Ohio State University, Columbus, June 27-30, 1966.

24. Cloyd, Helen M., et al. Follow-up Study of Business Education Graduates of Selected High Schools in Michigan. Alpha Lambda Chapter of Delta Pi Epsilon, East Lansing, Michigan, May, 1964.

25. Eninger, Max U. The Process and Product of Trade and Industry High School Level Vocational Education in the United States. Educational System Research Institute, Pittsburgh, April, 1968.

26. Haines, Peter G., et al. How High School Cooperative Trainees Fare in the Labor Market: Phase D. Michigan State University, East Lansing, July, 1967.

27. Kaufman, Jacob J. and Morgan V. Lewis. The Potential of Vocational Education: Observations and Conclusions Based on a Study of Three Selected Cities in Pennsylvania. Institute for Research on Human Resources, The Pennsylvania State University, University Park, May, 1968.

28. Kaufman, Jacob J., et al. The Role of the Secondary Schools in the Preparation of Youth for Employment. Institute for Research on Human Resources, The Pennsylvania State University, University Park, February, 1967.

29. Little, J. Kenneth. Review and Synthesis of Research on the Placement and Follow-Up of Vocational Education Students, Research Series No. 49. ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, Columbus, February, 1970.

30. McCowan, Richard J. and M. Duane Mongerson. Employment Status and Attitudes of Secondary School Occupational Education Graduates in New York State. State University College at Buffalo, Buffalo, March, 1971.

31. Mondart, C. L., Sr., et al. Educational and Occupational Aspirations and Expectations of High School Youth, Vocational Agriculture Education Series Number 29. School of Vocational Education, Louisiana State University, Baton Rouge, 1970.

32. Moss, Jerome, Jr. The Evaluation of Occupational Education Programs. Minnesota Research Coordinating Unit in Occupational Education, Minneapolis, September, 1968.

33. Osburn, D. D. and N. E. Andre. The Effect of Job Related Training on Earnings for a Selected Sample of Vocational Graduates, Staff Study. University of Missouri, Columbia, 1971.

34. Smith, Harold T. Education and Training for the World of Work. Upjohn Institute, Chicago, 1963.

35. Somers, Gerald G. The Effectiveness of Vocational and Technical Programs: A National Follow-Up Survey. Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, 1971.

36. Thompson, John F. Pilot Programs in Vocational Agriculture, Report Number 6. Department of Agricultural and Extension Education, University of Wisconsin, Madison, 1971.

37. United States. Office of Education. State Vocational Education Statistics, Fiscal Year 1969, Preliminary Report (by Harold Duis). Government Printing Office, Washington, D.C., 1970.

38. United States. Office of Education. Vocational Education: The Bridge Between Man and His Work, General Report of the Advisory Council on Vocational Education, 1968. Government Printing Office, Washington, D.C., 1968.

39. United States. Office of Education. Work Experience Education Programs in American Secondary Schools, Bulletin 1957, (by DeWitt Hunt). Government Printing Office, Washington, D.C., 1957.

40. Wallace, Harold R. Review and Synthesis of Research on Cooperative Vocational Education. ERIC Clearinghouse on Vocational and Technical Education, The Ohio State University, Columbus, June, 1970.

PERIODICALS

41. Binkley, Harold R. "Experience Programs: A Must in Vocational Agriculture," The Agricultural Education Magazine, 41 (December, 1968), 129-130.

42. Blackstone, Bruce. "New Leader on the Horizon," American Vocational Journal, 44 (February, 1969), 32-34.

43. Bourque, James and Robert Viguerie. "Off-Farm Agriculture and Vocational Guidance," Louisiana Schools, XLVIII (December, 1970), 11-12.

44. Bullard, W. Lee. "The Student Selection Myth in Cooperative Education," Business Education Forum, 26 (January, 1972), 7-8.

45. Crawford, L. D. "Basic Beliefs in Distributive Education," American Vocational Journal, 43 (March, 1968), 24-26.

46. Cross, A. "New Directions for Home Economics: Report of a National Conference," American Vocational Journal, 46 (March, 1971), 62-63.

47. Cushman, H. R., et al. "Directed Work Experience Programs in Agricultural Education," The Agricultural Education Magazine, 41 (December, 1968), 140-141.

48. Cushman, Harold R., et al. "Ten Myths About Directed Work-Experience," The Agricultural Education Magazine, 43 (January, 1971), 166-167.

49. Dalbey, C. W. "Cooperative Employment Experience Programs in Rural Communities," The Agricultural Education Magazine, 42 (November, 1969), 130.

50. Dobry, Alberta. "Occupational Programs in Home Economics," American Vocational Journal, 44 (October, 1969), 56-58.

51. Flanegan, C. P. and A. F. Ridley. "Profile of Students Enrolled in Home Economics for Gainful Employment and for Homemaking," Journal of Home Economics, 61 (May, 1969), 363-365.

52. Fleck, Henrietta. "Challenges for Home Economics," Forecast Home Economics, 16 (November, 1970), F25.

53. Gysbers, N. C. and E. J. Moore. "Cooperative Work Experience as a Guidance Setting," American Vocational Journal, 43 (December, 1968), 16.

54. Haines, Peter G. "A Half-Century of Education for Distribution," Business Education Forum, 11 (May, 1957), 24-26.

55. Haines, Peter G. "The Reality of Job Experience Projects," Business Education Forum, 26 (February, 1972), 24-25.

56. Hemp, Paul E. "Importance of Placement and Follow-Up," The Agricultural Education Magazine, 43 (February, 1971), 187.

57. Holser, Russell J. "Business Millions to Grow--Education Must Serve," The American School Board Journal, 152 (February, 1966), 46-47.

58. Huffman, Harry. "Cooperative Vocational Education," American Vocational Journal, 44 (May, 1969), 16-18.

59. Hutkin, R. and R. W. Stadt. "Understanding Cooperative Education," Education Forum, 34 (May, 1970), 541-545.

60. Kievit, M. B. "Women in Gainful and Useful Employment," Journal of Home Economics, 60 (November, 1968), 697-702.

61. Lamar, Carl F. "Work Experience Programs," The Agricultural Education Magazine, 43 (January, 1971), 164-165.

62. Lanham, F. W. and E. J. Weber. "Cooperative Occupational Training Programs Need Quality Control," Business Education Forum, 24 (May, 1970), 11-13.

63. Lee, J. D. "Bridge the Gap Between School and Business World," Balance Sheet, 50 (December, 1968), 166.

64. Mason, Ralph E. "The Effective Use of Cooperative Work Experience," Business Education Forum, 24 (May, 1970), 9-10.

65. McConnell, E. "History of Home Economics Education," Forecast Home Economics, 16 (October, 1970), F58-F59.

66. Nelson, Helen Y. "Evaluation of Secondary School Occupational Home Economics Programs," Journal of Home Economics, 60 (June, 1968), 435-440.

67. Neiman, M. A. "View of the New Home Economics," Forecast Home Economics, 16 (April, 1971), F61-F64.

68. Ryan, C. W. "Innovations in Career Development," American Vocational Journal, 44 (March, 1969), 63-65.

69. Staller, B. "Integrating Curriculum with Industry Needs," The Agricultural Education Magazine, 44 (November, 1971), 130-131.

70. Struck, John W. "Cooperation in Vocational Education," The Agricultural Education Magazine, 41 (July, 1968), 12-13.

71. Swanson, Gordon I., et al. "A Conceptual Framework: Vocational Curriculum," American Vocational Journal, 44 (March, 1969), 22-24.

72. Swenson, L. H. "Are Co-op Programs Possible in Small High Schools?" American Vocational Journal, 44 (May, 1969), 22-23.

73. Toler, Wilma M. "Recruiting Business Majors," Business Education Forum, 26 (January, 1972), 11.

74. Venn, Grant. "Eye on Tomorrow's Jobs," American Education, 5 (March, 1969), 12-15.

75. United States. Department of Labor. Employment and Earnings, 19 (July, 1972).

76. Warren, Beatrice. "Meeting Students and Community Needs Through Vocational Home Economics," Forecast Home Economics, 15 (February, 1970), F72-F73.

77. Weier, R. F. "Cooperative Education," Journal of Business Education, 44 (November-December, 1968), 118-119.

PUBLIC LAWS OF THE UNITED STATES

78. Public Law Number 347, Sixty-fourth Congress--S. 703. The National Vocational Education Act. 1917.

79. Public Law Number 673, Seventy-fourth Congress--H.R. 12120. An Act to Provide for the Further Development of Vocational Education in the Several States and Territories. 1936.

80. Public Law Number 88-210, Eighty-eighth Congress--H.R. 4955. The Vocational Education Act of 1963. 1963.

81. Public Law Number 90-576, Ninetieth Congress--H.R. 18366. An Act to Amend the Vocational Education Act of 1963, and for Other Purposes. 1968.

UNPUBLISHED MATERIALS

82. Hanchey, Karlos W. "Factors Influencing Occupational Choices and Educational Plans of High School Students With Implications for Changes in the Role of the Secondary School," Doctoral Dissertation, Agricultural Education Department, Louisiana State University, Baton Rouge, 1969.

83. Harrington, Jackie T. "Factors Related to Vocational Choices of Agriculture Education Students," Doctoral Dissertation, Agricultural Education Department, Louisiana State University, Baton Rouge, 1969.

84. Kuvlesky, William P. "The Social-Psychological Dimensions of Occupational Mobility," Paper presented at the National Vocational-Technical Education Seminar on Occupational Mobility and Migration, The Center for Research, Training, and Occupational Education, North Carolina State University, Raleigh, April 18-22, 1966.

85. Thomas, Frank. Personal interview. Louisiana Employment Security Department, Baton Rouge, July 21, 1972.

86. Weber, Richard C. "Agricultural Mechanization Competencies Needed by Selected Louisiana Farmers with Implications for Program Planning in Adult Education," Doctoral Dissertation, Agricultural Education Department, Louisiana State University, Baton Rouge, 1972.

87. Wolff, Robert L. "An Analysis of Selected Aspects of the Agricultural Mechanics Program with Implications for Teacher Training in Louisiana," Doctoral Dissertation, Agricultural Education Department, Louisiana State University, Baton Rouge, 1971.

APPENDICES

APPENDIX A

LOUISIANA SECONDARY SCHOOLS OFFERING COOPERATIVE VOCATIONAL EDUCATION PROGRAMS, 1970-71

School Code Number	Parish	Name of High School	Programs Offered
0101	Acadia	Crowley	COE
0201	Allen	Oakdale	COE
0301	Ascension	Donaldsonville	COE
0302	Ascension	East Ascension	COE
0501	Avoyelles	Bunkie	CAE
0601	Beauregard	DeRidder	DE, COE
0801	Bossier	Airline	DE, COE
0802	Bossier	Bossier	DE, COE (NR)
0803	Bossier	Haughton	CAE
0901	Caddo	Bethune	DE
0902	Caddo	C. E. Byrd	DE, COE
0903	Caddo	Captain Shreve	DE
0904	Caddo	Fair Park	DE, COE
0905	Caddo	Northwood	COE
0906	Caddo	Southwood	DE, COE
0907	Caddo	B. T. Washington	DE, COE
0908	Caddo	Woodlawn	CAE, DE, COE
0909	Caddo	Linear	DE (NR)
1001	Calcasieu	LaGrange	COE
1002	Calcasieu	Lake Charles	DE, COE (NR)
1301	Catahoula	Block	CAE
1501	Concordia	Ferriday	DE, COE
1502	Concordia	Vidalia	DE, COE
1701	E. Baton Rouge	Baker	DE, COE
1702	E. Baton Rouge	Baton Rouge	DE, COE
1703	E. Baton Rouge	Broadmoor	DE, COE (NR)
1704	E. Baton Rouge	Capitol	CAE, DE, COE
1705	E. Baton Rouge	Glen Oaks	DE, COE
1706	E. Baton Rouge	Istrouma	DE, COE
1707	E. Baton Rouge	McKinley	DE, COE
1708	E. Baton Rouge	Scotlandville	DE (NR)
1709	E. Baton Rouge	Tara	COE
1901	E. Feliciana	Jackson	COE
2301	Iberia	New Iberia	COE
2501	Jackson	Jonesboro-Hodge	COE

NR = No Return

(Continued)

School Code Number	Parish	Name of High School	Programs Offered
2601	Jefferson	E. Jefferson	DE, COE
2602	Jefferson	L. W. Higgins	DE, COE
2603	Jefferson	Grace King	DE, COE
2604	Jefferson	Riverdale	DE, COE
2605	Jefferson	W. Jefferson	DE, COE
2701	Jefferson Davis	Jennings	CAE
2801	Lafayette	Acadiana	COE
2802	Lafayette	Lafayette	COE
2803	Lafayette	North Side	DE, COE
2804	Lafayette	Comeaux	CAE
2901	Lafourche	Central	DE, COE
2902	Lafourche	South Lafourche	CAE, DE, COE
2903	Lafourche	Thibodaux	CAE, DE, CHE, COE
3201	Livingston	Albany	CAE
3401	Morehouse	Bastrop	DE, COE
3501	Natchitoches	Natchitoches Cen.	COE
3601	Orleans	M. Abramson	DE, COE
3602	Orleans	Alcee' Fortier	DE, COE
3603	Orleans	G. W. Carver	DE, COE (NR)
3604	Orleans	W. L. Cohen	DE, COE (UR)
3605	Orleans	Warren Easton	DE, COE
3606	Orleans	J. F. Kennedy	DE, COE (NR)
3607	Orleans	L. B. Landry	DE, COE (NR)
3608	Orleans	J. McDonogh	DE, COE
3609	Orleans	F. T. Nicholls	DE, COE
3610	Orleans	L. E. Rabouin	DE, COE (UR)
3611	Orleans	O. P. Walker	DE, COE
3612	Orleans	B. T. Washington	DE, CHE
3701	Ouachita	Ouachita Parish	DE, COE
3702	Ouachita	Richwood	COE
3703	Ouachita	West Monroe	DE, COE
4001	Rapides	Alexandria	DE, COE
4002	Rapides	Bolton	DE, COE
4003	Rapides	Peabody	DE (NR)
4004	Rapides	Pineville	DE
4005	Rapides	Tioga	DE
4201	Richland	Delhi	DE
4202	Richland	Rayville	DE, COE
4401	St. Bernard	P.G.T. Beauregard	DE
4402	St. Bernard	Chalmette	DE, COE

NR = No Return UR = Unusable Return (Continued)

School Code Number	Parish	Name of High School	Programs Offered
4403	St. Bernard	St. Bernard	DE
4404	St. Bernard	Andrew Jackson	COE
4501	St. Charles	Destrehan	COE
4502	St. Charles	Hahnville	COE
4801	St. John	Leon Godchaux	COE
4901	St. Landry	Eunice	DE, COE (NR)
4902	St. Landry	Opelousas	DE, COE
4903	St. Landry	Arnaudville	CAE
5101	St. Mary	Franklin	COE
5102	St. Mary	Morgan City	COE
5201	St. Tammany	Covington	COE (NR)
5202	St. Tammany	Mandeville	COE (NR)
5203	St. Tammany	Salmen	COE
5204	St. Tammany	Slidell	COE (NR)
5301	Tangipahoa	Amite	DE, COE
5302	Tangipahoa	Hammond	DE, COE
5303	Tangipahoa	Ponchatoula	CAE, DE, COE
5501	Terrebonne	S. Terrebonne	DE, COE
5502	Terrebonne	Terrebonne	COE
5701	Vermillion	Abbeville	CAE, DE, COE
5702	Vermillion	Kaplan	COE
5801	Vernon	Leesville	DE, COE
5901	Washington	Franklinton	CAE, COE
5902	Washington	Mt. Hermon	CAE
5903	Washington	Thomas	CAE
6101	W. Baton Rouge	Port Allen	DE
6102	W. Baton Rouge	Brusly	DE
6201	West Carroll	Oak Grove	CAE
6401	Winn	Winnfield	COE

NR = No Return

APPENDIX B

LOUISIANA STATE UNIVERSITY
and Agricultural and Mechanical College
Baton Rouge, Louisiana 70803

College of Agriculture
School of Vocational Education

April 17, 1972

From: Dr. Charlie M. Curtis, Professor
Vocational Agricultural Education

Layle D. Lawrence
Graduate Assistant

To: Senior High School Principals

We are conducting a study of cooperative vocational education trainees who graduated from Louisiana high schools in 1971, which should provide useful information for educational planners, guidance counselors, and teacher-coordinators of the state when completed.

This study has the approval of and is partially funded by the Louisiana State Department of Education.

We are asking your cooperation in providing home addresses and academic quartile ranks of cooperative graduates of 1971, whose names appear on the enclosed lists.

Individual graduates and schools will not be identified in the final report. However, information obtained will be coded and IBM 80-column computer cards will be made available to parishes or schools wishing to determine characteristics of their own graduates. Published copies of the final report will be made available to Louisiana educators.

Briefly, the objectives of the study are:

1. To analyze employment traits of cooperative graduates--including those in agricultural, home economics, distributive, and office education--during the first year after high school graduation.
2. To ascertain problems encountered by cooperative graduates during their first year of employment.
3. To determine the geographic mobility of cooperative graduates.
4. To compare salaries received by cooperative graduates.
5. To assess job satisfaction of cooperative graduates.
6. To examine the effect of high school academic performance on employment characteristics of cooperative graduates.

7. To ascertain the degree to which cooperative graduates continue their education and training beyond high school.
8. To analyze and present information obtained in a manner useful to educational planners in adjusting high school programs to more realistically meet student needs.

We are enclosing a list of 1971 school year trainees from your school which has been obtained from the various Vocational Education Divisions of the State Department of Education. We would sincerely appreciate your efforts in providing the necessary information and returning the lists by April 29 in the enclosed stamped, self-addressed envelope.

APPENDIX C

LOUISIANA STATE UNIVERSITY
and Agricultural and Mechanical College
Baton Rouge, Louisiana 70803

College of Agriculture
School of Vocational Education

April 18, 1972

From: Layle D. Lawrence, Graduate Assistant
Vocational Agricultural Education

To: Selected Teacher Educators, State Supervisors, Principals, and Teacher-Coordinators

Subject: Inquiry form criticism

To examine the employment traits of Louisiana cooperative vocational education graduates of 1971, I am developing a research project under the guidance and direction of a graduate committee, chaired by Dr. Charlie M. Curtis, at Louisiana State University.

A copy of the tentative inquiry form is enclosed for your perusal. Your cooperation in scrutinizing the inquiry form and in making suggestions or comments to improve the study will be greatly appreciated. Comments may be made directly on the inquiry form, which can be returned to me in the enclosed stamped, self-addressed envelope.

Briefly, the objectives of the study are:

1. To analyze employment traits of cooperative graduates--agricultural, home economics, distributive, and office--during the first year after high school graduation.
2. To ascertain problems encountered by cooperative graduates during their first year of employment.
3. To determine the geographic mobility of cooperative graduates.
4. To compare salaries received by cooperative graduates.
5. To assess job satisfaction of cooperative graduates.
6. To examine the effect of high school academic performance on employment characteristics of cooperative graduates (quartile ranks to be obtained from graduates' high schools).
7. To ascertain the degree to which cooperative graduates continue their education and training beyond high school.
8. To analyze and present information obtained in a manner useful to educational planners in adjusting high school programs to more realistically meet student needs.

Thank you for your cooperation.

APPENDIX D

LOUISIANA STATE UNIVERSITY
and Agricultural and Mechanical College
Baton Rouge, Louisiana 70803

College of Agriculture
School of Vocational Education

May 2, 1972

The response from high school principals to our April 17 request for home addresses and quartile ranks of 1971 cooperative vocational education graduates has been most gratifying. We plan to contact the graduates the first of June, and hope to have all cooperative graduates respond so that the information in our study will be as complete and accurate as possible.

Your school is one of several which has not yet returned the student lists mailed to you on April 17. We would be most appreciative if you would complete the information and return it to us as soon as possible so that your former students may be included in the study.

Thank you for your cooperation.

Sincerely,

Dr. Charlie M. Curtis, Professor
Vocational Agricultural Education

Layle D. Lawrence
Graduate Assistant

APPENDIX E

LOUISIANA STATE UNIVERSITY
and Agricultural and Mechanical College
Baton Rouge, Louisiana 70803

College of Agriculture
School of Vocational Education

May 29, 1972

1971 Louisiana High School Graduates

Dear Friend,

You and your classmates are being asked to participate in a study of 1971 graduates from cooperative vocational education programs in agricultural, distributive, home economics, and office education. The study is sponsored by the School of Vocational Education, Louisiana State University, and the Louisiana State Department of Education.

The purpose of the study is to analyze the employment and educational patterns, adjustment difficulties, and job satisfactions of graduates during their first year out of high school in order to suggest methods of improving cooperative vocational education programs in the state.

It will take from five to ten minutes of your time to complete the information requested. It is not necessary for you to sign your name to the questionnaire since it has been precoded for objectivity during analysis.

To be of maximum value, we need the response of <u>every graduate</u>. If you will complete the questionnaire and return it by June 7 in the stamped self-addressed envelope enclosed we would be most grateful.

Sincerely,

Dr. Charlie M. Curtis, Professor
Vocational Agricultural Education

Layle D. Lawrence
Graduate Assistant

APPENDIX F

June 1, 1972

Please don't neglect to complete and return the questionnaire you recently received from the School of Vocational Education, Louisiana State University.

Your reply is essential.

Dr. Charlie M. Curtis, Professor
Vocational Agricultural Education

Layle D. Lawrence
Graduate Assistant

APPENDIX G

LOUISIANA STATE UNIVERSITY
and Agricultural and Mechanical College
Baton Rouge, Louisiana 70803

College of Agriculture
School of Vocational Education

June 5, 1972

1971 Louisiana High School Graduates

Dear Friend,

We want to express our thanks for your cooperation in completing the questionnaire recently sent to you. The information you have supplied will be used to suggest means of improving cooperative vocational education programs in Louisiana high schools.

Sincerely,

Dr. Charlie M. Curtis, Professor
Vocational Agricultural Education

Layle D. Lawrence
Graduate Assistant

P.S. If you have not yet completed the questionnaire, please complete it and put it in the mail today. Thanks.

APPENDIX H

COOPERATIVE VOCATIONAL EDUCATION: 1971 GRADUATES

INSTRUCTIONS: Most items in this form require only a check mark ( ) to give your answer. Answers requiring brief statements may be written with pen or pencil.

PART I.

A. Sex: ( ) Male ( ) Female

B. My field of high school cooperative vocational training was: (check one)
( ) 1. Agricultural education
( ) 2. Distributive education
( ) 3. Home economics education
( ) 4. Office education

C. At the present time, I am: (check one)
( ) 1. Employed full-time
( ) 2. Employed part-time
( ) 3. Attending school or college, not employed
( ) 4. Attending school or college and employed full-time
( ) 5. Attending school or college and employed part-time
( ) 6. A housewife, not employed
( ) 7. A housewife employed full-time
( ) 8. A housewife employed part-time
( ) 9. In military service
( )10. Unemployed

PART II. If you checked number 6 (housewife) or 10 (unemployed) in question C above, please complete the questions in this section (PART II). If you checked any other answer, go on to PART III on page 2.

D. Have you been employed since high school graduation? ( )Yes ( )No

If Yes, how many months during the period since graduation were you employed? _____months.

During that time, were you employed in your field of high school cooperative training or a related area? ( )Yes ( )No

E. What do you consider the reason for your present unemployment? (check one)
( ) 1. Not looking for a job
( ) 2. No job available
( ) 3. High school training was not adequate
( ) 4. Marriage
( ) 5. Personal reasons (illness, family problems, etc.)
( ) 6. Other reason (specify) _____

F. What are your future plans? (check one)
( ) 1. Seek employment
( ) 2. Remain a housewife
( ) 3. Enroll in trade or vocational school
( ) 4. Enroll in college
( ) 5. Join military service
( ) 6. Have no particular plans

Please return this form in the envelope provided. Thank you for your cooperation. If you have comments, please use the space on page 6.

PART III. If you are employed full or part-time or are a housewife or student employed full or part time, please answer questions in this section. If you are attending school and are not employed, turn to PART IV on page 6 and complete that section.

G. The time between high school graduation and obtaining my first full-time job was: (check one)

( ) 1. One month or less
( ) 2. 1 to 2 months
( ) 3. 2 to 3 months
( ) 4. 3 to 4 months
( ) 5. 4 to 5 months
( ) 6. 5 to 6 months
( ) 7. 6 to 7 months
( ) 8. 7 to 8 months
( ) 9. 8 to 9 months
( )10. 9 to 10 months
( )11. 10 to 11 months
( )12. 11 to 12 months

H. My present job is in the occupational area (not necessarily the specific job) I was trained for in high school. ( ) Yes ( ) No

If No, check reason:
( ) 1. No job available in occupational area trained for
( ) 2. Decided I liked other occupation better
( ) 3. Other job paid more
( ) 4. Other reason (specify) _____

I. My present job title is _____

J. The area of work I am employed in is: (check one)
( ) 1. Agricultural related business (farm machinery, greenhouse, farm supply, forestry, processing farm products, etc.)
( ) 2. Distribution (wholesale or retail sales, personal or business service, advertising, banking, insurance, etc.)
( ) 3. Home economics business or service (food service, textiles or clothing, interior decoration, child care, etc.)
( ) 4. Office (typist, stenographer, file clerk, secretary, etc.)
( ) 5. Trades or industry (welder, practical nurse, mechanic, oilfield, machinist, etc.)
( ) 6. Other (specify) _____

K. During your high school training you were employed by a cooperating business as part of your vocational training program. Which of the following statements is correct? (check one)
( ) 1. I am employed by my cooperating firm at the present time.
( ) 2. I have worked for my cooperating firm since high school graduation, but am not employed there now.
( ) 3. I have not been employed by my cooperating firm since high school graduation.

L. From my home town, my present job is: (check one)
( ) 1. In my home town or community
( ) 2. Within 50 miles
( ) 3. Between 51 and 100 miles
( ) 4. Between 101 and 150 miles
( ) 5. Between 151 and 200 miles
( ) 6. More than 200 miles

M. My current weekly salary is in the range of: (check one)
( ) 1. Less than $50
( ) 2. $51 to $75
( ) 3. $76 to $100
( ) 4. $101 to $125
( ) 5. $126 to $150
( ) 6. More than $150

N. Are you considered a trainee in your present employment: ( )Yes ( )No

If Yes, what is your position? (check one)
( ) 1. Apprentice
( ) 2. Managerial trainee
( ) 3. Job trainee
( ) 4. Other (specify) _____

If No,
a. Has your employer provided you with additional on-the-job training in your present job? ( )Yes ( )No
If Yes, for what period of time? (check one)
( ) 1. Less than one week
( ) 2. One week to one month
( ) 3. More than one month

b. Has your employer given you further formal training (special class, service school, short course, etc.) in your present job? ( )Yes ( )No

O. Have you held more than one full-time job since graduation from high school? ( )Yes ( )No

If Yes, how many full-time jobs have you held? _____

If Yes, check the major reason for leaving your first job:
( ) 1. Got a better job
( ) 2. Dissatisfied with the job
( ) 3. Layed off
( ) 4. Dismissed
( ) 5. Job abolished
( ) 6. To go back to school
( ) 7. Other (specify) _____

P. How did you locate your first job? (check one)
( ) 1. Through the cooperative vocational teacher
( ) 2. Through the school counselor
( ) 3. By direct application to business or firm
( ) 4. Through a friend or relative
( ) 5. Through a private employment agency
( ) 6. Through the State Employment Service
( ) 7. Through a newspaper advertisement (want-ad)
( ) 8. Other (indicate) _____

Q. If the local high school offered an evening course which could improve your job skills, would you enroll? ( )Yes ( )No ( )Maybe

If Yes, what particular training would you prefer? (list below)

_____

_____

_____

_____

R. What problems did you encounter during your first year out of high school in adjusting to the work-world? Place a check in the box after each of the conditions below which best describes the degree of difficulty experienced by you.

Conditions	Very Difficult	Somewhat Difficult	Slightly Difficult	Not Difficult
Locating suitable job openings				
Writing job applications				
Job interviews				
Basic job skills and techniques				
Operating machines and equipment				
Business rules and regulations				
Getting along with fellow employees				
Getting along with supervisor				
Following directions of supervisor				
Satisfying supervisor with volume of work done				
Satisfying supervisor with quality of work done				
Routine business arithmetic				
Business English usage (written and oral)				
Keeping and using business records				
Preparing reports				
Other (indicate)				

S. How satisfied are you with your job? Place a check in the box after each of the job conditions below which best tells your feeling about your present job.

Job Conditions	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
The people with whom you work				
The supervision you receive				
The appreciation received for doing a good job				
The work you do				
The promotions available in your job				
The pay you receive				
Working conditions				
Overall job satisfaction				

T. Which of the following statements best describes your opinion regarding the degree to which your high school cooperative vocational training prepared you for your job? (check one)
( ) 1. Exceptionally well prepared
( ) 2. Well prepared
( ) 3. Poorly prepared

U. In what ways could your high school cooperative vocational training program have been more helpful? (Please list below if you have suggestions)

_____

_____

_____

_____

_____

If you are attending school or college, please turn to page 6 and complete PART IV. If not, please check to see that all questions have been answered and return this questionnaire in the envelope provided.
Thank you for your assistance.

PART IV. Please answer questions in this section if you are attending school or college.

V. The type of school I am attending is a: (check one)
( ) 1. Four year college or university
( ) 2. Two year college
( ) 3. Trade or technical school
( ) 4. Private business school
( ) 5. Other (indicate)_____

W. The relationship between my high school cooperative vocational training and my present course of study is: (check one)
( ) 1. Directly related
( ) 2. Indirectly related
( ) 3. Not related
( ) 4. Cannot determine

X. My field of study (curriculum) is _____

WHEN THIS FORM IS COMPLETED, PLEASE RETURN IN THE ENCLOSED ADDRESSED AND POSTAGE - PAID ENVELOPE. THANK YOU FOR YOUR COOPERATION.

Use the space below for any additional comments you might have.

APPENDIX I

EVENING CLASS PREFERENCES OF COOPERATIVE VOCATIONAL EDUCATION GRADUATES

Subject	Number Requesting Subject
Cooperative Agricultural Education	
Auto body work	1
Business administration	1
Butchering	1
Cutting with acetylene torch	1
Dairy science	2
Diesel mechanics	1
Drafting	1
Drawing and reading blueprints	1
Electrical wiring	1
Graphics	1
Milk testing	1
Motor mechanics	1
Oil field machinist	1
Pipe welding	3
Plant foods	1
Welding	3
Distributive Education	
Accounting	6
Air conditioning and refrigeration	3
Auto body repair	1
Auto mechanics	8
Bookkeeping	5
Business English	2
Business management	20
Cashiering	3
Child care	1
Clerical practice	1
Computers	1
Computer programming	1
Data processing	2
Diesel mechanics	1

(Continued)

Subject	Number Requesting Subject
Distributive Education (Cont'd)	
Displays	1
Drafting	4
Electrical	3
Electronics	2
Farm machinery	1
Forestry	1
Gunsmithing	1
Job efficiency	1
Law enforcement	1
Machinist	1
Marketing	1
Mathematics	4
Nursing	1
Office administration	3
Office machines	1
Payroll clerk	1
Retailing	4
Secretarial training	3
Selling	2
Shorthand	3
Taxation	1
Transistorized electrical systems	1
Typing	5
Welding	5
Wholesaling	4
X-Ray technician	1
Cooperative Home Economics	
Cashier	1
Clothing	2
Food service	1
Sales training	1
Typing	1

(Continued)

Subject	Number Requesting Subject
Cooperative Office Education	
Accounting	11
Bookkeeping	42
Business administration	5
Business English	4
Business and office machines	14
Code-a-phone	1
Comptometer	1
Computer operation	5
Computer programming	5
Data processing	7
Dental hygiene	1
Dictaphone	5
Employee relations	1
Filing	6
Fundamentals of banking	2
Furniture upholstery	1
IBM keypunch	5
Legal secretary training	3
Medical training	1
Mathematics	3
Office education	10
Office management	3
PBX operation	1
Secretarial training	10
Shorthand	53
Speedwriting	5
Speedreading	1
Switchboard operation	1
Teletype	1
Typing	32

APPENDIX J

COMMENTS AND SUGGESTIONS OFFERED BY RESPONDENTS*

COOPERATIVE AGRICULTURAL EDUCATION

"I have no complaints."

"More overhead and vertical and downhand welding. Less flat welding."

"I was very satisfied with my on-the-job training."

"I was drafting at Shreveport and Bossier Vocation Tech. until I was hurt on the job."

"I don't think it could have been more helpful than it was."

"Give the student harder jobs. That way when they get out and find a job it won't be so hard on them."

"If we could of spent more time in the shop to learn a little more it might of helped."

"Aid in obtaining job in the field trained after high school."

"I went to work at 1 p.m. from high school. If I didn't want to go, I didn't, some people used the program just to get out of school early."

"I am working at my fathers shipyard which means that I can always have a job there. My father also used his influence to get me a job off-shore in which I will be working 21 days off 21 days on. The 21 days off I will go back to work at shipyard. This fall I plan to go to college full-time. I allways have a job waiting for me at the shipyard so the report might not be helpful to you."

"By giving a more overall look at the industires around us; by finding a job more suitable to eveyone."

"Better prepared teachers. It is really a shame that our school system, especially high school, is in the shape that it is. I realize I wasn't the perfect student but I sure had some sorry excuses for teachers."

"I am well satisfied with the training I received in this program. Thank you for your interest in this program."

"Could put them closer to what someone wants."

"More electrical work and plumbing work."

"They could teach students about they machines and what they will be doing outside the school if they decide not to go into office work. Because if you go to some business firm they ask you - high school education (yes), how much experience (none) - sorry, go get experience."

"More help needed in job placement."

"Their is very little jobs and industrity here."

"Change the outlook of the student and help him see that if he goes into another field, he has not wasted his time in the class that he can use and need more knowledge in all walks of life."

---

*Comments and suggestions made by respondents have been quoted verbatim, including spelling and grammatical errors.

"I think the CAE program may help many others who are interested in their future and interested in finding a job. It has helped me very, very much and I am very appreciative with the results of the job."

"Finding a better job."

"If there was a course in Body Work that would of been a lot of help to me."

"My program was very well conducted, I could ask for no better supervisor than my agriculture teacher."

DISTRIBUTIVE EDUCATION

"I am planning to join the Air Force in the near future for better opportunities." (female)

"I am glad to see someone is taking an interest in the plight of students seeking employment."

"I feel that D.E. has been a great help to me. I would like to see more DE program initiated across our state."

"Teach students on how to locate jobs better."

"It would have been more helpful if the teacher would have been a teacher rather than acting like another student. Just not really teacher or concerned about his students."

"Have the teachers think more of teaching and not prove that they are the boss."

"Everything was a learning ability and very business-like atmosphere. I was very satisfied."

"It could have tried to help me find a job in the field I have chosen for a career."

"Job openings (should be found) in different fields besides sales work."

"Explain more about technical jobs like mechanics, electrician, plumbers, etc."

"My future plan if possible is to get established in the Wildlife and fisheries dept."

"I plan to become an electrician."

"Job opportunities have been very plentiful for me in my home town (Shreveport). I wish there was a way of guaranteeing equal opportunities for jobs in the town (Monore) that I attend school."

"Stress more on the importance of the responsibilities we will be expected to take."

"More cooperative and understanding in helping students find job."

"There should be more communication and better understanding on the part of teacher in the training program. Most of them don't know a thing about the work world. At least they should be informed about the jobs their students hold."

"Distributive education hasn't helped me much in my employment, but it has helped me some in my studies in college."

"I would like to have had more office training."

"In helping to find a job."

"Woodlawn has a good program."

"Had some field trips to go see some different types of jobs."

"In being more like a business rather than a school class."

"Looking for a job that pays good." (temporarily unemployed)

"Use of machines; use of sales language."

"Working different jobs."

"Only typing in high school prepared me for my present job. Extra training from a special school was poor but above average ability to type and comprehend enables me to perform my work excellently."

"When I was in DE I didn't learn anything except for the 1st couples of weeks. My father taught it all to me before I took DE. I would be helpful to learn to meet people in general."

"Give you direct training in whatever field you decide to go into whether than just general information."

"The class I was in was rather large for a DE program, and teacher could not really see student at job."

"The schools need more on the job training programs like DE."

"It could have been more basic and down to earth on business problems and relationships between workers."

"I am very pleased to know someone is making a survey of graduating seniors and their difficulties adjusting to post-school days. If my answers in any contributes to the solving of some of these problems I will be very satisfied."

"DE help me very much and I hope it is improved with more modern methods so that it may help many more high school students."

"By training us in more than a one job training. Most of training was in marketing."

"It was helpful in every way."

"As a high school graduate, I thought there would be better job opportunities. But it is hard to find the type of work I would like to do. My vocational training helped me a great deal to get along with my fellow employees."

"It could have been of more help by giving me equal opportunity as the others which was trained along with me."

"More activities were one has to meet other people."

"Obtaining better pay and working conditions."

"Emphasis on working registers and making orders."

"Give a student more job training in the class room, not all book work."

"By teaching better, I would have love to learn more about the way the econome was run, and about the machine, especially computars, IBM, key punch."

"Give some kind of training in the field I was in."

"Learn me more the laws concerning a picket line. (We are honoring a meat cutters strike now.)"

"I think newer textbooks would have helped, considering that a lot of the material was out of date."

"Discussing problems you have at work."

"Offer more varied types of job training other than only retail or common laborer. Give directions toward more highly skilled work."

"Need to teach spray painting courses, also more welding."

"I enjoyed being in DE. It gave me a look at life and what people are really like. I believe my time was well spent."

"If you could have available both business courses and agricultural business courses all four years of high school."

"High standards for getting into the program (some students were not as responsible to their jobs as they should have been.)"

"I attended South La. Trade School for 8 months. I finished the course and received a doploma as being a certified diesel mechanic."

"Prepare me more for a future that could have given me a choice between college or a vocational, instead of simply college."

"If we had of had any better teaching we'd been sloppy. We had the best teacher."

"In my type of work they did little but what they did was deeply appreciated." (working as automotive electrician)

"By warning me to get plenty of money before trying to attend business colleges. I started to enroll in an electronic school and found it was a big front."

"More basics in bookkeeping."

"I have a baby to care for and I have no desire to work."

"My DE program helped me an awful lot in the work world. I now have a son but I intend to continue my schooling, and have part-time job too! Mr. Ken Bass, my teacher, was one of the best teachers in all my school years. I realized everything he did was to teach us how to get a job and keep it. Thank you for wanting my opinion."

"I think the DE program is very good. Also, I feel that everyone is not college material; therefore, any kind trade or specialty schools are good. People schould be more familiar with them."

"Find jobs that don't let full-time high school students work full time at jobs. Too much pressure."

"The on-the-job experience I obtained while handling different situations is something that I could not have learned from a book."

"Will this questionnaire help me in finding a job. If it will not why send it out. If it will how? I'm a 1971 graduate and I have been out of school for a year and I haven't found a job yet. I'm also a freshman in college and a job would help me out a great deal. Louisiana seems to be a very tired state in job opportunities. I hope that this questionnaire will speed up opportunities. Cordially yours, disgusted."

"I quit college after the first semester but may go back."

"I would like to find a job as a machinist, in engine manufacturing, that is union. All machine shops want some-one that has on the job experience. All I have is school training." (attended technical school)

"More cooperation and group talks. Display windows and adding machines and cash registers to work with. I think an evening course would be an excellent idea. It would re-inform you about a lot of things."

"I'm very interested in going to a trade or technical school. Thank you for your concern. Youths today need more job opportunity on the high school level."

"There is no way the DE program could have helped me in my present job." (working as machinist)

"More up to date learning material."

"They could try to teach the students something of use."

"Many, too many employers simply use their students in that they pay so little. My job while in high school was a job which required many hours of hard, tedious work. After working there for 9 months at the rate of $1.25 per hour, I was offered a dime raise if I would continue with my work. It was my understanding that minimum wage was $1.60. This was also true with many of my friends. Wage laws should be enforced."

"I believe just the working experience itself was exceptionally good. It really taught me a lot."

"Local job information services are very misleading or incorrect. They state the qualifications that are required by the employer, but when you check the job out it is a different story. Please tell me how kids are expected to get jobs without training unless it is an on the job training program and they are rare. Often I am confronted with these words 'sorry, I cannot hire you because you have no experience.' How am I expected to have experience if I have had no former training?"

"We're constantly moving due to husband's enlistment in U.S.A.F."

"The type of work I do now is not brain work."

"More lessons in math problems. More studies on sales of products and how sales and products can be improved."

"Invoices and purchase orders should have been taught in the classroom also besides the on-the-job training."

"Have a better teacher. I feel that the teacher did not prepare us for a job."

"I think each student should have had at least five different jobs to get more experience in other fields."

"My DE training was in law enforcement."

"More organization; there was a complete lack of organization. Our teacher was appointed at the last minute and was not well qualified for the job."

"When I was layed off my first job due to an arrest, my DECA teacher could have found me another job. He said it wasn't possible."

"By teaching more sales approach."

"I should have taking COE instead of DE."

"Less book work and more real life situations."

"Find people jobs in which they would really go into after graduation."

"Posably a little more supervised and acknowledged."

"It could have been more helpful if I would not have gone into the carpenters trade."

"It was just right."

"Unsatisfied, looking for something else." (reason for present unemployment)

"Been more thorough and had more discipline."

"Got me a decent job."

"It prepared me very well, however it's something that you have to experience for yourself, and things change so much that it's hard to keep up with everything that's going on."

"Vocational education is the best thing that could have happened to me in high school. If I can be in any other assistance, please call on me."

"By having more actual demonstration! Covering more personal problems."

"I'm looking carefully." (reason for present unemployment)

"They could have found me a job. More time should be given to developing skill and less to classroom academic subjects."

"Application to local Youth Opportunity Center offered discouragement for future trade, skill development or training in any field for this area. This area could offer more to youth if it were not so deeply involved with the so called underprivileged groups. They offer no help to anyone mentally capable. You almost have to be a ding dot before you qualify."

"Somewhat difficult working with the high society." (newspaper photographer)

"1. Letting you work out of town. 2. By not constantly calling and bothering your employer. 3. Letting you work in any job you want."

"I was happy to fill out your form but most unhappy to see that high school prepared me for nothing I have been confronted with.

I found that my high school education did not prepare me for getting along with co-workers, accepting responsibilities or realizing I would be under so many people.

I believe our schools are too strict on courses that stress what year a famous person was born, who he dated, how he died, etc. I can tell you dates and events but they did not at all acquaint me with this world after schooling. My failure in job situations I feel is not due to no studying but meaningless teaching. History for an example was pressed with dates & people I have yet to see do me any good. English was about Mark Twain, novels and such and to this day I can not speak satisfactorily or tell you the definition of a work over six letters. I cannot understand why . . . I went all out to learn and I have all this unneeded knowledge because I just can not make it if it comes to common sense. . ."

"If the teachers would not push you into too many things at one time."

"1. How to get along with custmers. 2. How apply for a job. 3. With to do with promblems with the job."

"I have already finished a file clerk course in trade school and have been looking for a job. I have even gone through an employment office but not too much success." (unemployed)

"It was really great!"

"Have teachers that knows the subject that they are teaching. Don't put a teacher up in the classroom that only reads out of the book."

"What is all this for?"

"Help overcome any shyness."

"By conducting his class more orderly. I prepared myself for my job and used my common sence to get by on my job, not his teachings."

"My counselor recommended I not be employed my first year in college. I have a 2.0 average and will be a sophomore next fall."

"I am going to summer school every summer now, because of the difficulty in finding a part time job."

"If there had been more sales demonstrations and I had been better advised on dress and selling techniques."

"To make you talk to people and learn to work together an to sell defter things. How to make people think or know what you are doing in the job."

"Because of my age and position I speak as loud as mouse in society. I wish someone could do something about the present situation in the Terrebonne Parish School System. They offer nothing to the non-college bound student."

"Allow you to do skilled labor."

"Actual training of students as skilled workers."

"1. Help me to get a better job. 2. My working condition is better."

"Learning to fill out different types of business forms."

"My vocational training program was very helpful."

"Help in finding suitable jobs after graduation."

"The army got me."

"My teachers were all so kind to me and they try to help everyone."

"I wish I could go back to school and take up as many business courses I could."

"The job opportunities just weren't there for blacks."

"I had no vocational training except for typing and have used none of it on the jobs I have had as they were all outside jobs."

"I think they got the material to us very thorough."

"My DE instructor was very helpfull in getting student to express themselves with confidence. The training was extensive and learning was made enjoyable."

"DE helped me in the general business areas. It would be rather hard for the teacher to train each individual student in a specific area of work."

"It helped a whole lot, but I really didn't have too much difficulty finding the job I wanted to do. It really didn't take too much preparation."

"Train not only for indoor work but outdoor jobs also."

"I was not interested in high school but I wish I was."

"It could have been more demostrative field trips, speakers, etc. Employers out to be talked to more about hiring high school grads. Should give knowledge tests about each individuals job. Many think they know it but sometime they don't."

"Could have covered more areas in jobs besides business."

"More attention given to each individuals job."

"The teacher didn't teach me a thing. He was a poor teacher."

"More business arithmetic and oral business English usage."

"More everyday experience instead of book learning - more common sense - I found my textbook the biggest waste of time and tax money - it didn't help me at all in my job."

"I think the DE program and others like it are entirely worthwhile. I also feel students should be taught simple job skills such as learning to use a cash register, adding machine, etc."

"I think that the course I took in high school (D.E.) did not do a bit of good. All it was to me it only took common sence to learn."

"There should exist vocational high schools to teach machinery, carpentry, etc. besides the existing high schools."

"Offer practical nursing."

"Offer automotive repair."

"My cooperative vocational training couldn't help me any more because it was not related to the job I now have."

"Kids are going to pick up, and use more, "specific examples" like little interesting facts or rather experiences. We relate more to these type of examples and they seem to stick in our minds and really help out when you find yourself lost for words."

"Proper instruction. The white teachers were pushed out and replaced by black teachers who just can't do the job."

"More training aids. Allow students to prepare ads and commercials for class."

"I'm now unemployed, but I will start a job next month. I will be doing bookkeeping and office work. I attend summer school and 1 semester of college before I married."

"I should have taken office education tather than D.E. But I think that I was pretty well prepared for the business world. I am happy with my education."

"I received very little training at school due to lack of interest in the D.E. program by the coordinator at West Jefferson H.S. Too little study in actual business related subjects."

"It could have been more helpful if it had been prepared in such a way to keep the students interested. The students didn't always understand what was being discussed; therefore losing interest in the class."

"I think the DE program helped cause I wouldn't of went 6 hours of day to school cause of financld problems."

"Employers of D.E. people use us as slaves and capatlize on the $1.40 scale. I did not get any futher than the stock room for six months and was told I would stay there. Needless to say I quit. This is not what D.E. is set up to do. Slavery was abloshised by the 13th amendment. Please note I am a white male 20 years of age with a colledge average of 2.3 or better."

"Put more stress on how to operate a business other than how one is set up and how to get a job--these points were held over to strong."

"I am employed in my father's swimming pool business. I work part-time whenever I can. I attend Delgado College during the day."

"By closer more personal individual attention."

"Offer more fields of business."

"Deal with each person and his job more."

"I think there should be more vocational programs in the present-day high schools."

"Teach more about actual business operations instead of so much on human relations."

"Update their text books which were copywritted in 1958. As illustrations in book showed 1954 automobiles and clothes of a decadie or so ago."

"Have a capable instructor."

"I found that the program was very helpful when effort was put forward by myself."

"D.E. classes were so large that the teacher did not have proper control. Lack of textbooks and other materials made it hard for students to learn or the teacher to teach."

"By giving courses pertaining to the job you'd like to have."

"Just to guide people in the right direction and not hold them back. Let them loose."

"I will go to work later on. My baby is only 9 months old."

COOPERATIVE HOME ECONOMICS

"By giving more difficult tasks."

"The program would could have been more helpful if there were more different jobs offered to the students."

"The job I had was janitorial work, cleaning classrooms for 1.65 per hour. Between my home town and my job was about 5½ miles. My work was part-time, 5 hrs. I plan to attend Delgado Trade College in late summer."

"I have not been employed for two weeks because I am doing work experiences in the curriculum I am enrolled in. But I had a job on campus before this. It didn't relate to my high school vocational training. I also did part-time work for a catering service during holidays mostly."

"I don't think that the jobs were very well lined up before beginning in our working school year. Many students had to take on a full-time schedule because there wasn't a job lined up for them. The reason for this was because the teacher had to attend a summer class at LSU, and therefore didn't take enough of her time to look. Out of about 12, 4 of us were able to work. Also, two students had to find a job on their own."

"If I can find a job I would very much like to return to college. Because of financial and academic reasons I resigned. I am, however, doing sewing for friends and neighbors."

"The class of 1971 had no real opportunities offered to them accept verbal opportunities and a few things within the school. 1. Only let certain students who show interest in the course in. 2. Help them to find jobs after completion."

"I think the cooperative vocational training is more helpful and don't need any improvement except I feel that jobs sure be your once school close. But there are some firms that don't assure you the job once you finish high school and sure."

COOPERATIVE OFFICE EDUCATION

"By teaching us to use more machinery and the teacher could have been more helpful."

"I have completed high school with a business curriculum and am now fixing to leave my vocational school for a general purpose. Florida Parishes Vocational School has the finest of equipment, along with the finest courses; such as: Business Letterwriting, Business Math, Booking, Stenographey course, typing, office practice. The course 'Secretarial Office Practice' is one of the most helpful courses to help one endure himself with much better qualifications in finding a job in the business field."

"Teach us more business rules of office work."

"If I could have taken more time with the use of a dictaphone it would have better prepared me for my job."

"My school has done its best."

"More usage of telephone."

"It could not have been more helpful."

"The program itself and the teacher was very good--just didn't apply myself to the fullest."

"Needed another hour for studies and not had to try and teach everything in such a hurry."

"Learning the use of more complex business machines."

"Although my high school vocational training was very thorough and enjoyable, I have had considerable difficulty finding a suitable, adequately-paid position. In fact, due to the lack of desirable jobs and the poor office administration program and staff of LSU S, I have decided to change my major when I continue my education."

"My COE teacher prepared me in many fields of work. I was very well taught and knew my way the best a student could. To be more helpful would mean she would go to work with you, which is unethical. I am very grateful to COE. The teacher must not push the students or expect more than a student can give."

"My high school training did me a world of good, but did not aid me in obtaining another job. There a just not enough jobs available, or maybe I am not as qualified as I feel I am. I felt I was a good student, and worker, but as yet, I still have not found a job in my field of training. I have sought aid in finding employment, but so far, without jobs available, I am remaining unemployed."

"Expand to accept more students."

"I was help 100% with all my problems in regard with my job."

"The COE program I participated in gave me valuable on-the-job experience. I liked my job which was in an office. It helped me decide what I wanted to major in in college."

"COE helped me tremendously as I worked part-time in a business office my entire senior year."

"More preparation for job interviews, and set a higher pay scale."

"I had an excellent teacher."

"Some methods teached could have been more up-to-date."

"Field trips to business such as banks, service bureaus, and computer centers."

"I feel that jobs should be opened for unemployed college students to train while attending college. All the jobs opened, request training. How can you train, when no one is offering jobs where you can be trained? Some students have to stop school for lack of funds to look for a job. It is not fair. We as students should be offered an equal opportunity in life also."

"No suggestions. I believe the class itself is very satisfactory. It prepares a student to face the job world without being afraid to encounter problems."

"First of all I would like you to know that I am a Negro. You must understand that it is very hard for a Negro to get a job in New Iberia without connections. I would like to work very much but it's hard to get a job in business places."

"Learning to handle many different situations at one time; learn that the boss is the boss, but you also have to stand on your own two feet."

"Worked on shorthand more."

"I was completely satisfied with the COE program."

"I enjoyed the cooperative vocational training to it's extent and feel I gained a very worthwhile experience."

"In my opinion my training was very adequate."

"Students should be taught office planning as well as skills. They should be allowed to take initiative more in the classroom as many tasks are left to the secretary without specific instructions."

"I have an excellent background from Grace King."

"The COE program that I was enrolled in has really helped me in my business and college world. Since I worked before college, I felt I had an advantage over other students didn't receive the training I did."

"Offer a slightly better course in bookkeeping and more time on the business machines (calculators, comptographs, etc.)"

"In my opinion some of the teachers could have been more understanding."

"My course of study in college does not relate to my taking business courses in college. But it did help me by taking these courses because I now have a job as a secretary for the summer which help me out financially."

"I tried for nine months to find a job and if you don't have political pull, you can't and won't find a job. Until you have experience, no one will hire you. How can you get any experience if they won't give you a chance to get any?"

"COE was and still is a big help. The only thing is that kids should take the training more seriously."

"I think the program should enlist business firms which can keep on the trained student full-time after graduation. In my case, the employer was not in a position to employ me full-time. I enjoyed doing that type of work more than what I'm doing now."

"Help each individual student to his or her particular field and not just in general."

"It couldn't have been more helpful than it was."

"By finding jobs in which a student can be able to advance. It would be better if the job would not end with the school term."

"Businesses should conduct special programs that offer assistance in job placement for high school and college students who specialize in their particular fields."

"Put a little more interest on personal relations--getting along with and working with fellow employees."

"Discussed actual office work and problems instead of routine class filing and typing."

"They could show you more about keeping reports and forms."

"Help in filling out applications, working machines, getting along with people."

"I feel the program which I participated in was well-organized to allow the student to become oriented with the outside business world."

"More practice on clerical skills. Accurate typing and speed; filling out forms by hand; dictaphone training; adding machine training."

"Make the practice sets that are worked in class either shorter or the jobs a little different. The way they are now it gets boring and you don't really care if you finish it or not."

"COE helped me in a very good way. It's a good program and should be continued to avoid so many graduates to be out of a job or looking for one."

"I feel that everything was covered very good that needed to be covered."

"It would have been helpful to help students become more familiar with computer read out sheets because most of your larger companies today or on some type of computer. Also, dealing more with how to work with leger cards and clear up mistakes, tese ideas would be helpful to those dealing with mainly Accounting."

"Maybe we could have had experience at more than one job."

"More business English usage and spelling."

"COE helped me a lot."

"I think that in typing much more time should be spent on typing of numbers. I think shorthand is on the way out. It's good to know, but not so important as business teachers make it seem."

"I received little training on how to type a mailable letter. We should have received more time for this."

"I felt that COE was very helpful to me. I would recommend it to any senior in high school."

"I needed Shorthand II."

"Prepared more to meet the public and how to handle them."

"I wish we could have had more hours in that particular class. I enjoyed it."

"Need more up to date office machines and equipment."

"Practice with manual as well as electric typewriters. A chance to visit different offices and see how things are done there so that imporvements in your own job can be made."

"There could have been more machines and more assistance in helping you prepare for the working world."

"I would like to know why LSU-S did not approve of a Dental Hygiene School. So many of us would like to see this be approved."

"After having been out of school for a year, I now see that my high school COE training didn't really prepare me for the business world at all. I learned nothing in the course that I didn't already know; it was only a review course. I find that putting COE training on my job applications rarely means anything to an employer."

"The teacher should have spent more time with our class in teaching us business skills instead of letting us help with the yearbook."

"If the teacher would visit the firm of her workers more often and explain to them her opinion."

"Taught better lessons; listened to our suggestions."

"Could have spent more time working with office mahcines. One thing that we did not use at all was a dictaphone and if we had it would have helped me considerably in finding a job. Also needed to spend time on business English."

"Certain subjects should be more stressed upon the teaching of that individual according to his own job training."

"The COE program I participated in was very successful in training me on the job. I have been promoted from an office trainee to Inventory Utility Clerk to my present job of X-Ray Secretary of which I am very proud to hold that title. I have and will be continuing to work hard in further improving my job. This program should be offered to more high school students who wish to gain success in the work-world."

"I feel the COE program is 100% great and I wouldn't be where I am now without it."

"By having a teacher more motivated for the job. One who cares whether or not you get anything out of the training rather than one who is only interested in 'getting the job done on time'."

"I have had only one job, the same I had when in school. I worked two months after school was out. Then left for personal reasons, and returned in 1972 January. I have gotten great satisfaction out of my work."

"I think that if about once a week during class time, talk about problems we were having on the job."

"I graduated from high school May 1971 but I attended a business school from August, 1971 to March 1972."

"In my opinion, it (COE) was the best job they could do."

"Select only those who plan to go into a career where this training would be useful."

"We were taught everything about machines and filing, and good English, answering telephones. Just about everything a girl needs to know if she works in an office."

"I feel it couldn't have been better than what it was."

"My present job as Service Order Typist only consist of typing up orders to have phones conected and/or disconected, but I do feel that my COE training has been helpful to me."

"Our first semester teacher was unable to find jobs for the entire class, therefore the program seemed unsatisfactory. At mid-semester the teacher took a leave of absense and a new teacher was assigned. This new teacher seemed more qualified for placement of students and found jobs for the rest of the class. It was during the second semester that I obtained my job."

"While I took COE the subject on just smiling at the customer was never really enforced. In job, that is the most important thing."

"We did not have to meet people in our class. Maybe this could be enforced so that students would know how to meet the business world."

"The cooperative vocational training I had in High School was outstanding. Thank you!!"

"He shouldn't have rushed through so many subjects. Needed to spend more time on each one."

"The only problem I've really had trouble with, is that I needed very badly to have taken bookkeeping in high school, which I did not."

"More up-to-date books and machines; class time doubled and extra credit given . . . School of Vocational Education, LSU, and Louisiana State Dept. of Education, I'd like to say thanks for making this study."

"If the class would have had more equipment and more area to work in. Also to narrow down the number of students in one class so that each individual would get more aid and attention."

"Maybe having more interest in computers and keypunch machines. This would help the students in the more advanced fields of this new career."

"Materials should be provided for individual study in special areas of office education. This program is not only an opportunity for a student to learn, but also an opportunity for him to show his employer, co-workers, and other members of the community that young people can be capable and responsible citizens."

"Need more practice sets and newer equipment."

"New Iberia senior high school's COE class provided me with all the knowledge that I needed in my work. I was thoroughly prepared for the business world after graduation."

"I have not had to go out and look for a job like some of my friends who were not in COE had to do. I am working part-time because I want to now that I am married."

"Jonesboro-Hodge has a very good program with a good deal of individual attention. Perhaps should be more emphasis on business manners."

"I am married right now and am pregnant. The reason I only worked for one month was because I attended college during the fall semester."

"COE helped me out very much but the job I was given was not a job COE students should have. I worked in the school library and did not get to experienced anything but typing and the cooperation of working with others. All the office education experience I was getting in class was going to waste; I was not getting to experience it on the job."

"I should of been able to take shorthand."

"I don't feel it could have been any more helpful."

"Expanding my vocabulary--more emphasis on office skills, particularly typing and shorthand."

"The only trouble I had in getting a job was because I was white! I don't believe a company should hire a person on his color, but his ability!"

"For the job I am doing, I got all the training I needed."

"I am going to take a business course this fall and quit my job I have now."

"It was great just as it was."

"Go over certain facts concerning the business world and make sure everyone knows the achievements and disappointments of the kind of field of work they are going in."

"Placing me in a job pertinent to the courses I have taken in school."

"Teaching you to compose your own letters and memorandums."

"I would have been better if I could have had COE for 2 years instead of only my senior year."

"Needed more dictaphone practice."

"If feel that the COE program is very good and my teacher Mrs. Peggy Wilson was excellent."

"Since our school was so small, our facilities were limited; however, the vocational instructor was very well qualified and did an excellent job in helping all interested students with the help they needed."

"Just out of B.R.V.T.S." (presently unemployed)

"I think that the filing system that I was taught, was either too far back in times, or too far ahead of times. I don't think it helped me at all."

"I'm glad schools have this program."

"I certainly do think this (evening courses) is a very good idea."

"There are definitely not enough jobs available and there are too many dead-heads in, where younger ones should be who are better or soon could be better qualified."

"Being able to get a job which would be in the job that you pick for your profession. I had a job in a school office, and that job didn't have the same routine that would be helpful in a regular office. I would be nice if you could get a job while you're in COE and be able to continue working there full time."

"We were told we'd learn machines. This wasn't possible due to the platooning system. All classes were very short and not enough learned, much less taught!"

"There could have been more business machines to work with and time."

"In how to handle a boss who has a very bad temper."

"I was very happy to be enrolled in the COE program. I am grateful for everything I learned."

"The COE program was very helpful so I see that there is no need for improvement."

"I think that the COE program was well prepared (Hammond High School) and very beneficial to those who are not going to college. What I have learned in the course is very beneficial to me at my part-time job." (in college)

"Thank you very much for writing this letter and sending this information. But I have the job I want."

"I am attending school, but I am looking for part-time work and find it even harder than looking for full-time."

"Offer computer training."

"My training was most successful except that there could be little training for my particular job which concerns real estate."

"The training was a great help to me. I cannot think of anything that I need now that I did not receive from the education. It also helped me to get other jobs because of the experience earned while working in high school."

"It's nice to know someone else is looking out for the younger generation."

"I worked three months after graduation full-time in the same job that I held during school, then decided to attend Southeastern La. University."

"Due to our limitations of courses, I was never able to take bookkeeping, which I find difficult. If we would have had more office equipment to learn, it would have helped a great deal."

"The employers need to give more attention to the trainees."

"Teach more up-to-date techniques."

"Be more strict!!!"

"I have no suggestions as I am well satisfied with the training and the program."

"It took me 11 to 12 months to get a full time job because I was going to school, but during that time I was employed at the same firm part-time."

"Try to work with employer an train you not only for overall office work, but for what your present job requires."

"The program should better prepare you on how to conduct yourself for an interview and what information should be given and how to list experiences and life-history. What is to be said and what is not needed. I'd like to add that I considered COE as one of the greatest advantages you could have as far as facing the business world. Just being able to experience the real-to-life office atmosphere means alot. Any student who is determined to succeed in the business world, and is anxious to learn and do good, I'd suggest the vocational ed. program."

"Giving more tips to the typist, simple filing, more usage of the adding machine, plenty more usage of the telephone--local and long distance calls."

"The program could have had a few lessons in the area of office maintenance. Also, there could have been someone to demonstrate the usage of the more modern office machines."

"My office education work was to train me so that I could work to help put me through college."

"I recommend Mrs. M. C. Monnin of New Iberia Senior High School very highly and as a very competent COE teacher."

"By allowing student to work more hours while in senior year."

"Have each student specialize in one subject of his choice, eg., IBM."

"Cooperative vocational training could have helped more if it was just a little less typing this and that and a little more on dealing with the public."

"In my line of work I couldn't have been any more prepared than I was."

"I believe it was very well prepared."

"Letting the employers know that COE students are better qualified than the average high school graduates."

"I held three jobs, two of which weren't totally office work. I would have liked more time learning about office procedures."

"Placed you where your talent and your best qualifications would be used to a greater extent."

"In my opinion it was the best thing they started at Leon Godchaux High. I was very fortunate in being selected."

"If the teachers in my junior and sophomore years would have been a little better at their jobs and controlled the classes a little better, I would have learned more about the business courses. I learned more in my senior year with my COE coordinator than I learned all through high school because she know how to control her class."

"Our school offered a wonderful class. The teacher was strict but we appreciated it. Now, with a different teacher, the class is slacking off in instruction."

"It is just terribly hard for a high school graduate to find a decent job in this small town and the one 5 miles from here."

"Taught more bookkeeping."

"On-the-job training could have been for two years of high school instead of one."

"I personaly think the course was rather disorganized. Although it was the first year, I do think it will approve in the following years."

"In stressing and using more shorthand and grammar."

"Better facilities to work with and longer class periods."

"More training on all machines."

"Better classroom facilities."

"The training I got was very informative and well organized."

"The program needs to go a little deeper into setting up a filing system for a small office. Also a little more shorthand practice rather than too much testing."

"I found it very rewarding."

"I would suggest to all business students to take COE. It is a very promising future. The program is excellent training."

"When I was looking for a job the employers didn't think working in my dads office was enough experience. My advice would be for no student to work for his or her parents (during COE)."

"More data processing."

"A better course in office machines and equipment. On the whole, I think COE was a very good training course for my job."

"I find it was very helpful and I know no way it could have been improved."

"Cut out the COE class itself. It was a waste of time (1 hour daily for me). The program is good, but I found the classroom portion to be entirely unnecessary."

"The reason for liking my (job) so much is I've had good training in high school. Also I went to Business College for 8 months. I quit when I thought the knowledge required as a secretary was acquired by myself."

"You can see to it that more training be given to all students in order to prepare them for jobs."

"My high school vocational training was most helpful to me for the fact that it provided me with extreme counseling and advanced training in the curriculum activity."

"Better teacher."

"More help in different fields of work."

"Teachers in training programs at school should pay more attention to students in their classes, and not to students in totally unrelated clubs outside the classroom."

"Well satisfied."

"More emphasis placed on everday problems of work. COE was a very good experience and helped me tremendously."

"Training in the usage of modern equipment used in banking would have been helpful to me."

"I am now married, and will be stopping work. In about a month I will quit. The hours are bad and the pay for the work I have to do is terrible. But in regads to the program I attended in school it has helped a great deal."

"In depth study of how to make reports."

"By carefully screening the employers for which the students work."

"I was very well prepared in my high school cooperative vocational training."

"It could have helped by giving tips on how and where to find a job instead of getting the job for us."

"I think cooperative vocational education is great. It helped me get a job. If I wouldn't have got the job I wouldn't be starting school this summer. The money I got from working is paying my way through school, and bought me a used car. I know if I quit school it will be easier for me to get a job, because I have experience now."

"I think more and better jobs could be obtained if the school would find a way to have the students take the Civil Service Exams (State or Federal) for they are much more suitable jobs."

"They should have been more strick."

"The training of using office machines (I learned by my first job). I believe office machines should be taught NOT LECTURE but usine the machine itself."

"I was carrying two jobs while in my senior year. . . I think if it hadn't been for COE I could have really messed up my life. My major is now office education because I was so influenced by my COE teacher. Later if I decide not to teach, I could fall back on my major and have a good office position. The only other thing I would like to comment on is the COE program itself. When I mention I was in COE, people look at me as if I were STUPID. I have talked to some business people and they usually say 'I wish I would have heard about the program.' D.E. is known about but COE isn't. If it could be learned about, people would participate in it. If I could I would strongly recommend every person interested in office or vocational work to take these programs in high school. You may have to sacrifice some activities out of your school years but you won't regret it in the long run."

"More supervision from teacher and trainer."

"I do believe that COE did help me in training myself for the job. If I were asked, I would recommend anyone interested in office work to enroll."

"I would liked it better if I could have worked somewhere, where I could continue working after graduation."

"On my job, I feel no school training could help. HSCVT taught me to know how to work and introduced me to the working world."

"I enjoyed working in the COE program at my school, and have learned that the experience I acquired was very helpful. The COE program offers great opportunity."

"The training I received was very helpful and there is nothing that I can think of that would better it."

"It couldn't have been better."

"By not letting students get away with to much absents, mistakes, and cutting up. The most difficult time I had on my job is acting like a mature person out to work. Not a high school kid."

"How can you get a good job when all the old people have the good jobs and they won't give them up not even when they reach the age of 65."

VITA

Layle D. Lawrence was born September 17, 1932, at Nashville, Kansas. He received his elementary and secondary schooling at Nashville, and entered Kansas State University in September, 1950, where the Bachelor of Science Degree was received in June, 1954, in Agricultural Education.

He entered the United States Army in July, 1954, and was honorably discharged from the service in June, 1956, having served with the Occupation Forces in West Germany for sixteen months.

He married the former Joyce Cook of Hardtner, Kansas, in August, 1956. To this couple were born two children, a daughter, Lora Lynne, in November, 1959, and a son, Layle Duane II, in December, 1961.

From September, 1956, to July, 1957, the author again attended Kansas State University. During this time he held a graduate teaching assistantship in the Department of Agricultural Engineering, and taught courses in farm mechanics and farm machinery repair. The Master of Science Degree in Farm Mechanics was received in June, 1958.

The investigator taught Vocational Agriculture in Kansas schools at Courtland from August, 1957, until June, 1960, and at Medicine Lodge until February, 1967.

In February, 1967, he accepted a position on the staff of Kansas State University to serve that institution as Assistant

Professor of International Agricultural Education. He worked as Farm Implements Specialist and Team Leader of the Kansas State University/USAID Agricultural Production Project in Hyderabad, India, providing assistance to the Andhra Pradesh Agricultural University and the Andhra Pradesh Department of Agriculture until termination of the project in July, 1971.

The investigator enrolled in Louisiana State University in August, 1971, to engage in study toward the Doctor of Philosophy Degree, with major preparation in Vocational Agricultural Education and minor specialization in Industrial and Technical Education. He is presently engaged in that activity.

EXAMINATION AND THESIS REPORT

Candidate: Layle D. Lawrence

Major Field: Vocational Agricultural Education

Title of Thesis: Employment and Educational Experiences of Louisiana Cooperative Vocational Education Participants

Approved:

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

January 22, 1973